

2022 Annual Report

Sandon Public School



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Introduction

The Annual Report for 2022 is provided to the community of Sandon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Sandon Public School is a diverse learning community where students strive to become:

- Confident, caring and creative individuals
- Successful lifelong learners
- Active, informed and respectful members of the community.

School context

Sandon Public School has a student population of 225 students from diverse cultural, religious and socio-economic backgrounds. Approximately 20% of students are of Aboriginal background. 25% of students come from a language background other than English and 10% of students have a diagnosed disability. Our teaching, learning and student well-being programs are designed to address this complexity.

Sandon Public School has two support classes for students with disability. Our support classes are an integral part of our school.

In 2020 we reviewed our school wide student behaviour support and have adopted the PAX Good Behaviour Game (GBG).

PAX GBG consists of 10 psychology-based instructional strategies taught as skills and used daily by teachers as part of the regular lesson. Using game-theory principles, students and teachers define the class rules for behaviours within the classroom, and learn how to 'play' each game. These games are then used to support the delivery and completion of classwork and other tasks while simultaneously positively reinforcing the students' ability to be aware of their behaviours and regulate these themselves. A large part of PAX GBG is also recognising the strengths and achievements of others. This aspect develops strong peer recognition and valuing the achievements of others.

Our SHINE values of Show respect, Honesty, Include others, Never give up and Engage in learning complement the PAX GBG.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. These areas build on the work undertaken in the previous school planning cycle around quality teaching, quality learning and well-being in order to connect, succeed and thrive.

1. STUDENT GROWTH AND ATTAINMENT

Value-add

- K-3 is **Working Towards**.
- Year 3-5 is **Delivering**.
- Year 5-7 is **Delivering**.

Expected growth in **NAPLAN**

In **Reading** there has been an upward trend over 10 years.

We were above network schools for the percentage of students in the top two bands by Family Occupation and Education Index (FOEI).

From the findings of the gap analysis in Reading the focus areas include:

- Interpret the meaning of vocabulary in context in an information text
- Identify how a character is portrayed in a narrative
- Identify the first-person narrator in an imaginative text
- Identify the relationship between characters in an imaginative text
- Link an image to information in an information text
- Sequence events from an information text.

In **Numeracy** there have been significant gains made since 2013. Since 2015 we compare favourably to Statistically Similar School Group (SSSG).

We reached our target in 2019 for Aboriginal students in the top three bands for NAPLAN Numeracy and for Expected Growth in Numeracy in NAPLAN.

Our school participated in the Year 3 and Year 5 check in assessment conducted by the NSW Department of Education.

From the findings of the gap analysis in Numeracy the focus areas include:

- Solves a problem involving addition and subtraction of whole numbers
- Identifies, describes, compares and classifies angles
- Selects appropriate methods to collect data, and constructs, compares interprets and evaluates data displays, including tables, picture graphs and column graphs.
- Uses simple maps and grids to represent position and follow routes, including compass points.

2. EXCELLENCE IN TEACHING

Curriculum Focus

Quality Teaching Rounds, using the NSW Quality Teaching Framework has been a focus for select staff across the school who are part of a research project with the University of Newcastle.

The school employed an Instructional Leader in 2019 to support Literacy and Numeracy K- 2. The data gathered across the year indicated the majority of students K - 2 achieved benchmarks, as the Instructional Leader worked with staff to implement Learning Sprints, evidence gathering, and data analysis to inform teaching.

As a result of the learning from External Validation and our self-assessment against the School Excellence Framework we have determined that within the themes identified we can:

- support a Literacy and Numeracy Action plan to address student growth and attainment.
- Improve our understanding of quality evidence collection and analysis.
- Improve our understanding of how to measure impact.

Our analysis helped us to decide that excellence in teaching would be an explicit focus in the new school plan. We identified the need to

- develop a strong professional learning community, which includes evaluation of impact across teaching and non-teaching staff
- have strong and sustainable systems and practices.

3. WELLBEING AND ATTENDANCE

Behaviour

Positive Behaviour for Learning (PBL) has been an embedded practice at Sandon for over five years. In 2018 and 2019 the school reviewed the procedures and practices, this resulted in a number of changes to assist both students and families better understand our SHINE values and how the student award system ran in conjunction with PBL.

In 2020 all teaching staff were provided with professional learning on PAX GBG. The PAX GBG consists of behavioural and instructional strategies to build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children.

The school decided to implement PAX GBG to

- Increase time for teaching and learning
- Increase attention to and completion of academic tasks
- Engage learners
- Improve learning outcomes
- Reduce off-task and disruptive behaviours.

Attendance

Attendance above 90% is 66.40%, this is below the baseline of our negotiated targets.

Attendance rate overall is 86.66%.

Attendance for Aboriginal students in Term 1 2020 was 78.4%.

The class teacher phone intervention has had an impact on the attendance of some students, as has the SMS absence alert sent to parents that commenced in Term 4. A whole school Attendance Improvement plan will need to be developed.

Caring for students

Self-reflection against the School Excellence framework determined we were Sustaining and Growing in 2019.

We used the *Wellbeing for School Excellence Evaluation Support Tool* to determine whether student wellbeing has improved after the adoption of the strategies identified in the previous plan.

Family- School Partnerships

In 2020 the school identified through professional learning that a key dimension for planning partnerships was communication.

The following strategies were implemented:

- Shift to the use of the term families in all communications (as opposed to parents/carers)
- Review of communication tools, with an emphasis on using *Seesaw*, *Skoolbag* and email.
- Telephone calls from class teachers to families every week during the learning from home period.
- Student involvement in interviews and school decision making.

The development of this Strategic Improvement Plan is underpinned by consultation with staff, community and students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

As a result of the learning from External Validation, our self-assessment against the School Excellence Framework and our Situational Analysis we have determined that we need to develop a culture of continuous improvement. and improve our understanding of how we measure impact.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Numeracy
- Reading
- Assistant Principal Curriculum and Instruction work stream

Resources allocated to this strategic direction

English language proficiency: \$115,692.32

Summary of progress

Staff engaged in professional learning *Effective Teaching Practices in Mathematics*, conducted *Spirals of Enquiry* and used individual student assessment data to plan for teaching and learning.

Timetabling of Mathematics and English lessons was changed so that maths is taught during the first two hour session each day. This change was to accommodate stage groupings of students for maths lessons. Students learning needs were better catered for and reflected in assessment data, with Stage 2 students demonstrating high levels of growth.

Teaching staff started using *Essential Assessment* software in Stages 2 and 3 to better cater for individual learning needs in English and maths. Teachers now have real time data that enables them to cater for point of need for students.

Stage 1 staff were part of the *Early Adopter* strategy and implemented units of work provided by the department for the new K- 2 Mathematics and English syllabus. K- 2 staff are well placed to implement the new K - 10 English and Mathematics syllabus in 2023.

As a result of collaborative practice and the professional learning they engaged in teachers collaboratively plan teaching and learning sequences, and assessments.

The allocation of an extra two hours per week release from face to face teaching as a trial in Term 3 provided teachers with time to engage in professional learning and collaboration.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the percentage of students achieving in the top two NAPLAN bands for Reading to be within the range of system-negotiated target of 38.2% (lower bound) and 43.20% (upper bound).	2022 NAPLAN data indicates 27% of students in the top two skill bands for reading. This was an increase of 13.6% from the previous year.
Increase the percentage of students achieving in the top two NAPLAN bands for Numeracy to be within the range of system-negotiated target of 28.2% (lower bound) and 33.20% (upper bound).	2022 NAPLAN data indicates: <ul style="list-style-type: none">• 17 % of students in Year 3 are in the top two skill bands.• 13% of students in Year 5 are in the top two skill bands.

<p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 64%.</p>	<p>Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However internal data gathered indicates:</p> <ul style="list-style-type: none"> • Year 5 students achieved 42.5 % of questions correct in Reading using the NSW Department of Education check in assessment in Term 4 (state achieved 56.3 %). • Year 3 students achieved 51.0% of questions correct in Reading using the NSW Department of Education check in assessment in Term 4 (state achieved (55.1%).
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to 64%.</p>	<p>Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However internal data gathered indicates:</p> <ul style="list-style-type: none"> • Year 5 students achieved 41.6 % of questions correct in Numeracy using the NSW Department of Education check in assessment in Term 4 (state achieved 56.3%).
<p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Curriculum - Sustaining and Growing • Professional Standards - Sustaining and Growing • Learning and development - Sustaining and Growing • Educational leadership - Sustaining and Growing. 	<p>Our on balance judgement using the School Excellence Framework were:</p> <p>Curriculum : Sustaining and Growing.</p> <p>Professional standards: Delivering. To move to Sustaining and growing we have identified the need for whole school analysis of the teaching staff to identify strengths and gaps, to build capabilities to improve student learning outcomes.</p> <p>Learning and development: Sustaining and Growing.</p> <p>Educational leadership: Sustaining and Growing.</p> <p>Target achieved in three out of four areas.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Research has shown that collective teacher efficacy has an effect size of 1.57.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- Digital Maturity

Resources allocated to this strategic direction

: \$4,000.00

Professional learning: \$49,232.00

Summary of progress

Across the year 98% of staff engaged in Quality Teaching Rounds either across stage with our school or with Martins Gully Public School.

Three staff attended and presented at the Quality Teaching Rounds in Practice Conference.

All teaching staff were interviewed by researchers from the University of Newcastle as part of a longitudinal study on Quality Teaching Rounds. The researchers observed a Quality Teaching Round involving a lesson taught by a teacher from Sandon. This professional learning community also included staff from Martins Gully Public School.

The rounds were conducted during Semester Two and staff were provided with release time to engage in their professional learning community.

Feedback from the researchers included:

Professional Learning Communities

The Professional Learning Communities (PLCs) we observed provided the opportunity for teachers to benefit from the unique skills and expertise of their colleagues. We heard that teachers value the opportunity to collaborate in a PLC alongside colleagues that they might not know well:

Working with people that you don't normally work with is super important (Ella, primary teacher).

We also saw how valuable it was for teachers to work with colleagues from different stages:

It was really cool to be able to follow them across the lessons and go cool, so this is how it evolves from a kindy level all the way through to a Stage 3 level.

We observed teachers picking up ideas and inspiration from observing colleagues in a wide range of subjects and age groups.

Protocols

In many cases we saw teachers taking turns to lead the discussion of each element, following the prescribed norms of QTR. This practice is intended to ensure that all PLC members are able to contribute equally to the discussions. When these turn-taking processes were followed, we observed higher levels of rapport between PLC members and greater levels of confidence in sharing and receiving feedback. Participating teachers acknowledged that the discussion of practice is more important than the code provided:

I think the value in it is not the coding of the lesson but the collegial discussion afterwards (primary teacher).

Some discussions lasted more than an hour, with conversation remaining focused and each teacher feeling their opinion was heard and valued. Many teachers we interviewed told us that this process was intense and sometimes exhausting, but that these rich discussions led to valuable insights into practice.

Classroom Practice Guide (CPG)

We observed the most meaningful and rich discussions occurred when teachers frequently referred to the CPG, especially if there was a degree of uncertainty about coding a particular element. This process led to clarification and encouraged teachers to reach consensus rather than just letting the majority code rule. Many of you referred to the CPG when considering every element:

We always have [the CPG] in front of us and we're constantly checking and looking back and that's what drives the discussion really (Carly, primary teacher).

The most productive coding discussions contained rigorous examination of each element, with efforts made to pinpoint specific examples from the lesson that prompted individual coding decisions.

Referring back to the CPG also enabled teachers to focus analysis of each code on teaching practice rather than the teacher themselves:

This meant that robust discussions could occur for all teachers, including those in more senior positions. In some instances, this configuration improved a teacher's confidence to communicate:

Affirmation of quality teaching practice

Many teachers commented that they received feedback in their PLC discussions that affirmed their capability and practice as a teacher.

The allocation of an extra two hours per week release from face to face teaching as a trial in Term 3 provided teachers with time to engage in professional learning and collaboration. Teachers refined their knowledge of relevant, evidence informed pedagogy enabling them to refine their practice to effectively meet students needs.

Feedback from the trial of extra release from face to face teaching supports the provision of this extra time for teachers to collaborate and work with the Assistant Principal Curriculum and Instruction (APC&I) on curriculum reform from the beginning of 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
1. The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.	The annual Quality Teaching Rounds survey indicated: <ul style="list-style-type: none"> • 47% improvement across all areas from 2021 to 2022.
<ul style="list-style-type: none"> • 25-50% of teachers collaboratively develop teaching and learning programs incorporating QTM 	<p>Target achieved.</p> <p>Analysis of teaching programs indicated:</p> <ul style="list-style-type: none"> • 54% of teachers collaboratively developed teaching programs that incorporated elements of the Quality Teaching Framework. • 42 point increase in teachers feelings Quality Teaching Rounds has had a positive impact on collaborative practice.
<ul style="list-style-type: none"> • 25-50% of staff have participated in at least one set of Quality Teaching Rounds in PLC that cross stage and schools. 	<p>Target achieved.</p> <p>27% of staff participated in Quality Teaching Rounds with staff from Martins Gully Public School during Term 3.</p>
The annual Quality Teaching survey indicates demonstrates a 5% improvement in teacher responses.	100% of teachers responded to the survey.
Improvement as measured by the School Excellence Framework:	Target achieved.

<ul style="list-style-type: none"> • Effective classroom practice - Sustaining and Growing. 	<p>Our on balance judgement was the school is committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching practices.</p>
<p>Using the Digital maturity Framework</p> <p>In the element of Digital teaching processes, under the themes of:</p> <ul style="list-style-type: none"> • Planning and Programming we are Sustaining and Growing • Feedback and reporting we are Sustaining and Growing. 	<p>Progress made toward achieving the targets:</p> <ul style="list-style-type: none"> • Teachers share the programming workload with colleagues using collaboration technologies. • Teachers create and distribute reports using appropriate digital automation. • Teachers use digital tools to deliver immediate, and or automated feedback.

Strategic Direction 3: Attendance and Wellbeing

Purpose

As a result of analysis of our previous three year plan, our Situational Analysis and self-assessment against the School Excellence Framework it was clear that we would continue to include wellbeing in our plan. By including attendance in the name we want to place the spotlight on lifting our attendance rates.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school evidence-based approach to sport and physical activity
- Improving Attendance
- Pulse check in

Resources allocated to this strategic direction

: \$0.00

Summary of progress

Staff completed an Attendance self-assessment, using the *School Attendance Self Assessment Tool*. From this self assessment and engaging with the *Attendance Matters* strategy we were able to identify areas for improvement within our current practices and identify new practices for implementation, such as providing acknowledgement of students who attend 95% and above and the precise recording using *Sentral* of students leaving and returning to school through out the day.

As a result, most students identified within our school attendance support plan improved their attendance across Term 4.

We identified the need to continue with professional learning for all staff on roll marking, and policy requirements.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 74.90%.• Tell Them From Me Wellbeing data (advocacy, belong, expectations) increases at or above the lower bound system-negotiated target of 85%.	<p>Although we did not achieve the target of students attending 90% or above, during the later part of the year we were involved in <i>Every Day Counts</i>, a strategy from the Department of Education to focus on lifting the attendance of students whose attendance sits between 80 and 90%. Staff were involved in professional learning and collected data every five weeks to identify trends to assist with improving the attendance of identified students.</p> <p>As a result, staff are now more aware of the need to intervene early to address any identified barriers that hinder attendance. Office staff now use the language of <i>welcome to school note</i> rather than using the term a late note. Regular communication to families around <i>Every Day Counts</i> is ongoing.</p> <p><i>Tell Them From Me</i> data indicated we achieved this target with 85.37% of students reporting feeling positive about themselves, their teacher and the school.</p>
All classes have implemented daily brain breaks and physical movement within the classroom.	<p>Staff were provided with professional learning on using physical movement in the classrooms and incorporating movement into various Key Learning Areas as well as how brain breaks support learning.</p> <p>Across the school physical movement and brain breaks were implemented, but inconsistently. This is an area of focus moving forward to support staff to include these into class programs so the practice is consistent across the</p>

All classes have implemented daily brain breaks and physical movement within the classroom.	school.
Process are in place to support student wellbeing and inclusion.	<p>Using <i>Achieving School Excellence in Wellbeing and Inclusion-Evaluation Support Resource 2022</i> we were able to identify in the majority of the themes the school is Sustaining and Growing.</p> <p>The whole school Wellbeing team is a high functioning team that has processes in place to identify and support individual student need.</p> <p>Attendance data is regularly analyzed and used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students.</p>
Student wellbeing data, gathered from PULSE and other in school sources is evidence the school is Sustaining and Growing across a number of themes using the <i>Achieving School Excellence in Wellbeing and Inclusion</i> resource.	<p>As a result of ongoing assessment and reflection the use of the PULSE program was discontinued during Semester Two. Staff indicated the students were no longer engaging with the weekly data collection and teachers were not using the data gathered.</p> <p>Staff are using our school Wellbeing Support team and <i>Sentral</i> data to identify students need and any support required, for instance students to participate in the <i>Peaceful Kids</i> program.</p> <p>Using the <i>Achieving School Excellence in Wellbeing and Inclusion</i> resource the school's on-balance judgement for this element is Sustaining and Growing, so target not yet achieved.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,392.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sandon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students with health care needs were supported and able to engage in all class and school activities .</p> <p>After evaluation, the next steps to support our students will be: Continue with individualised planning and support for students receiving Integration funding support.</p>
<p>Professional learning</p> <p>\$49,232.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sandon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Rounds <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff interviewed as part of an ongoing research project with the University of Newcastle. A professional learning community, including staff from Martins Gully Public School conduct a Quality Teaching Round that is viewed by the researchers. <p>The allocation of this funding has resulted in the following impact: Stage 1 staff implemented units of work for K -2 Mathematics and English syllabus.</p> <p>After evaluation, the next steps to support our students will be: Staff are well placed to implement K - 10 English and Mathematics syllabus commencing 2023.</p>
<p>Refugee Student Support</p> <p>\$13,370.95</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Towards the end of the year, a crisis occurred within the community that demonstrated how necessary the provision of the interpreter is for our students, their families and the staff. The feedback received on behalf of the</p>

Refugee Student Support \$13,370.95	<p>families was they felt very supported by the interpreter and thankful their children attend Sandon Public School.</p> <p>After evaluation, the next steps to support our students will be: Determine how the funds allocated can continue to support the allocation of one day per week interpreter services.</p>
Socio-economic background \$175,825.58	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sandon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff, including School Learning Support Officers to support teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: The full time School Learning Support Officer (SLSO) allocated to support the two streamed classes contributed greatly to the outcomes achieved by individual students in their classes. Other SLSO support provided across the school enabled students to feel safe, engage in their learning and demonstrate growth and achievement of their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: Determine where to provide SLSO support in 2023.</p>
Aboriginal background \$97,476.80	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sandon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Aboriginal staff member (SLSO) two days per week to support Aboriginal students. • Employment of additional SLSOs in classrooms to support teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Students were supported to either achieve or work towards achieving the learning goals in their Personalised Learning Pathways (PLPS).</p> <p>After evaluation, the next steps to support our students will be: Determine which classes will require extra SLSO support in 2023.</p>
English language proficiency \$231,384.64	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sandon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Other funded activities

<p>English language proficiency</p> <p>\$231,384.64</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release time for staff to co-ordinate the program. <p>School learning support officers to support class teachers implement small group learning.</p> <p>The allocation of this funding has resulted in the following impact: The majority of students supported through this program made gains as identified using the English as a second language scales.</p> <p>After evaluation, the next steps to support our students will be: Determine how best to support our students using any allocation in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$126,413.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Sandon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students were supported in the class room to engage with learning and were supported for social skill development.</p> <p>After evaluation, the next steps to support our students will be: Determine which classes and at what times School Learning Support Officers (SLSOs) will be supporting student learning.</p>
<p>Location</p> <p>\$1,547.03</p>	<p>The location funding allocation is provided to Sandon Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: This funding went towards the purchase of additional devices which were deployed across the school.</p> <p>After evaluation, the next steps to support our students will be: Determine what software and or hardware will be required in 2023.</p>
<p>QTSS release</p> <p>\$47,577.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sandon Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$47,577.29</p>	<p>The allocation of this funding has resulted in the following impact: Executive were released to deliver targeted professional learning and in-class mentoring for classroom teachers, one of whom is a beginning teacher appointed to our school in Term 4.</p> <p>After evaluation, the next steps to support our students will be: Determine the ongoing need to support staff by providing two additional school funded executive positions.</p>
<p>COVID ILSP</p> <p>\$133,733.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this funding include:</p> <ul style="list-style-type: none"> - employment of educators to deliver small group tuition - releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups - providing targeted, explicit instruction for student groups in literacy - Spelling was a whole school focus, as well as for students who participated in COVID intensive support groups - 92% of our student demonstrate growth in their spelling achievement scores - students learnt an extra 2270 words from the start of the year - an average of 17.3 words per student - growth per student within the classes ranged from 8.5 words to 31.9 words. <p>Students were supported through the COVID ILSP small group intervention demonstrated on average 56% increase when they engaged with Check In Assessments in Term 4 as opposed to earlier assessments.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	134	142	123	111
Girls	117	117	97	92

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.3	86.6	89.6	87.5
1	86.6	89.2	88.4	88.4
2	92.0	84.1	90.2	86.3
3	91.1	87.6	85.4	88.5
4	94.2	88.5	87.6	84.9
5	93.0	89.5	91.0	84.2
6	88.5	90.6	90.0	88.4
All Years	90.4	88.1	88.8	86.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

In Semester two Sandon was part of the *Every Day Counts* strategy, a NSW Department of Education initiative to lift the attendance of students so that at least 55% of our students have 90 - 95% attendance.

Through this strategy we identified barriers and enablers to lift the attendance of students whose attendance was in the 80-89% range.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Across the year staff participated in all NSW Department of Education mandatory training.

Other professional learning provided for staff included:

- PAX, the Good Behaviour Game
- Communicating with and Supporting Aboriginal Families.
- Quality Teaching Rounds.
- Essential Assessment.
- Connecting with Aboriginal Students.
- Aboriginal Cultural Education.
- Primary Curriculum Self-assessment.
- Effective Teaching Practices in Mathematics.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	567,069
Revenue	3,525,915
Appropriation	3,471,743
Sale of Goods and Services	2,686
Grants and contributions	47,909
Investment income	3,077
Other revenue	500
Expenses	-3,316,591
Employee related	-2,929,513
Operating expenses	-387,078
Surplus / deficit for the year	209,324
Closing Balance	776,393

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	75,763
Equity Total	567,098
Equity - Aboriginal	97,477
Equity - Socio-economic	175,826
Equity - Language	115,692
Equity - Disability	178,104
Base Total	2,148,471
Base - Per Capita	58,632
Base - Location	1,547
Base - Other	2,088,292
Other Total	412,231
Grand Total	3,203,563

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Across the year information was gathered from families, students and teachers via surveys, including Tell Them From Me (TTFM) focus groups, meetings, *PULSE Wellbeing* and informal and formal gatherings.

Information gathered included:

The decision to stream two classes across 3 - 6 was a new initiative this year, students, parents and staff were surveyed at the beginning of the year and at the end of the year. The following is an excerpt from the report prepared by the Assistant Principal Curriculum and Instruction.

The streamed classes have had a positive impact on the teaching and learning at Sandon Public School. The students in Gold and Silver were overwhelmingly happy about being in the class. They made comments about how the learning was suited to their needs and how the teachers catered for their social needs. The staff directly linked to the class all had positive feelings towards the strategy. They commented on the increase in students' confidence as the major success of the class. The students didn't report that negative comments from the other students were a significant issue. It was the togetherness and culture that was built in these classrooms that was the greatest success. Students enjoyed feeling successful and in control of their learning, for some of them for the first time since starting kindergarten. The teachers should be commended for their efforts to provide differentiated learning and support systems that allowed students to thrive.

- 79% of students in Years 3 - 6 reported they feel a high connection to adults at school.
- 89% of students in Years 3 - 6 reported feeling valued at school.
- 79% of students in Years 3 - 6 reported the work provided engages them.
- 91% of the 3-6 students believed that they had made progress in English and Mathematics this year. A further 7% (8 students) believed that they had not made progress. Parents recorded the highest percentage with 96% of parents believing that their children had made progress.
- Rate your year out of ten. Stage 2 students had the highest rating with 8.33 out of 10. They also had the greatest number (17) of students giving their class a rating of 10.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

The school employed an Aboriginal School Learning Support Officer, two days per week, to support Aboriginal students and their families better engage with school. The worker supported individual students with their transition to high school.

The whole staff engaged in professional learning on working with and supporting Aboriginal families, which was delivered by a local member of the AECG. All Aboriginal students had a Personalised Learning Pathway plan, that was negotiated between home and school. Several students achieved their own individual goals.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

In order to counter racist messages left anonymously outside the school grounds the school has implemented procedures to promote the diversity of our students' cultural backgrounds when using images or stories for social media or to promote the school.

Despite receiving these notes over the last five years the school has been unable to identify who is leaving them.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Sandon Public School has approximately 30 students with a multi-cultural background, including students from Pakistan, Bhutan, France, India, Indonesia, Sudan.

The school employs an interpreter one day per week to support 12 students who speak Kurdish.

Class teachers provided a range of learning experiences to promote Harmony Day, which recognises and celebrates

people from a range of cultural backgrounds.