

2023 Annual Report

Sutton Public School

**SUTTON
PUBLIC
SCHOOL**



3137

Introduction

The Annual Report for 2023 is provided to the community of Sutton 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

To be a school of excellence where shared values, fostered by an inclusive culture and strong community connections inspire a deep love of learning in our students.

School context

Sutton Public School is a special place where students, staff, parents and the community work together. We strive to be a dynamic, progressive and creative school which provides a diverse range of experiences for our students. Sutton Public School provides an inclusive learning environment with a strong focus on academic excellence and positive wellbeing.

In 2023 a total enrolment of 194 students attend Sutton Public School in 8 classes. The school provides a student-centred learning environment where teachers and parents set high expectations of success for all students, and work in partnership with our wider community to support students fulfil their potential in all areas of learning and life.

Our teachers implement evidenced-informed classroom programs and learning interventions to improve student outcomes in literacy and numeracy, providing students with the necessary skills for future academic success across all key learning areas. Improved access to digital resources and enhanced infrastructure provided through the Regional Access Gap Program is leading to increased connectivity and creating new learning opportunities.

Classes in library and literature studies, science and technology are taught by specialist teachers. Students have opportunity to compete in extracurricular sporting events throughout the region to promote an active and healthy lifestyle. Sustainable gardening practices and culinary skills are developed through the Stephanie Alexander Kitchen Garden program. School-based extra-curricular programs including debating, band, choir and music tuition lead to local performance opportunities such as Eisteddfods and the Queanbeyan Public Schools' Choral Festival. Our school also participates in Wakakirri and the Premier's Debating Challenge.

Parents, carers and the wider community are highly invested in the school, with parents and community members providing strong support through volunteer expertise, fundraising and collaboration with staff members. A visible and active Parent and Citizens Association enables consistent, meaningful collaboration and consultation providing opportunity for the school and community to connect and thrive.

In 2021, Sutton Public School participated in an external validation providing opportunity to discuss our judgements about practices and future directions - and the evidence that underpins them - with a panel of peers. In 2022, a comprehensive self-assessment, including a gap analysis of NAPLAN, Check In and PAT data sets for 2020 - 2022 and consultation with students, staff and community process have been employed to identify next steps towards our pursuit of excellence and provision of high-quality education 2023 - 2026. Opportunities for growth in numeracy and reading continue as our imperative improvement focus, supported by a high expectations culture, high impact teaching resulting in success for every student.

Our extensive review of literature related to key themes identified in the 2022 School Excellence Framework Self Assessment and CESE What Works Best Update 2020 focused on case studies to identify strategies employed by schools achieving high growth and high value-added performance. The resulting situational analysis identifies the key areas of focus which underpin three strategic directions to drive future school success 2023 - 2026: Student growth and attainment, success for every student and leading learning.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Effective classroom practice optimises student learning outcomes. Explicit teaching practices, formative assessment, curriculum reforms and achievement data underpin collaboratively designed teaching and learning programs to meet the learning needs of all students.

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.

- Implementing evidence informed teaching and learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Location

Professional learning

Per capita

Low level adjustment for disability

Aboriginal background

Socio-economic background

Summary of progress

In 2023, staff explored research and pedagogical theory around the changes to the new English and Mathematics syllabuses. Staff undertook deep learning and student observations through Teaching Sprints focusing on vocabulary and working mathematically skills. Teachers shared data analysis skills and procedures and teams worked together to analyse assessments and then track student progress. Teachers used the teaching and learning cycle to assess and plan vocabulary, time, working mathematically and other English and Mathematics programs, identifying formative and summative assessment opportunities. As a result, teachers reported having a greater understanding of identifying student needs through data analysis and using the teaching and learning cycle to employ teaching strategies to meet these needs. Student data showed evidence of improved vocabulary use in speaking and writing tasks and increased ability to verbalise, model and reason mathematically when problem solving.

K-2 teachers implemented explicit, structured literacy sessions focusing on phonic knowledge and phonological awareness. Teachers were involved in Professional Learning and were supported with high quality, extensive resources from the Little Learners Love Literacy program. Families were supported to understand the changes to literacy learning through a targeted information session that was well attended by K-2 carers. This resulted in a shared understanding of how to teach and learn phonics and how to implement these skills when reading decodable texts, which correlated with improved student data in phonics identification and reading skills.

Next year in this initiative the school will focus on the implementation of explicit teaching strategies across the Years 3-6 classes through collaborative planning. Collaborative planning allows teachers to share expertise and reflect to solve problems. There will be a continuation of exploring the research and theory behind the changes to the new syllabuses. By having a strong understanding of the research underpinning the new syllabuses, educators will have the opportunity to make informed decisions about teaching activities that are important in improving student learning.

2024 will see the implementation and refinement of the whole school assessment schedule. When a clear assessment schedule is in place, student progress throughout the year will become more visible and teaching can be targeted to the moment of need. There will be refinement and strengthening to use Learning Intentions and Success Criteria as a method of formative assessment and feedback.

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

<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the proportion of Years 3 and 5 students achieving growth in Numeracy has decreased by 5.29% from 2022 to 2023 indicating the school has not achieved the system negotiated target.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the proportion of Years 3 and 5 students achieving growth in Reading has decreased by 3.88% from 2022 to 2023 indicating the school has not achieved the system negotiated target.</p>

Strategic Direction 2: Success for every student

Purpose

Wellbeing programs, a sense of belonging and differentiated learning opportunities support our students to connect, succeed and thrive. Our school will strive to create a positive and inclusive learning environment in which every student can experience success.

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.

- Personalised, high-quality support for all students

Resources allocated to this strategic direction

Location

Per capita

Integration funding support

Low level adjustment for disability

Aboriginal background

Summary of progress

The focus for 2023 was embedding an evidenced-based wellbeing approach across the school in order to provide personalised, high-quality support for all students.

This involved using funding sources to employ an additional staff member to deliver an integrated program incorporating Smiling Minds, Zones of Regulation, School identified Values lessons and bKinder. Throughout the year a parent workshop and P&C information sessions were held to strengthen home/school relationships and create a greater understanding of the well-being programs offered at the school. Additional to this, newsletter articles were provided for parents and carers unable to attend in person.

Throughout 2023 the Learning Support Team in conjunction with school executive updated school processes regarding individual education plans, personalised learning pathways and behaviour support plans to address the diverse needs of students and promote a positive learning environment. These processes were supported by work with the DoE Health and Safety and Learning & Wellbeing team. Staff engaged in professional learning and developed targeted plans with parent/ carer input. These plans were incorporated into class teaching and learning programs with modifications and adjustments that were reviewed and updated.

During Term 2 staff engaged in targeted professional learning in the area of Aboriginal Education which included 'Strong Strides Together', 'Reconciliation in Education' and curriculum planning. Engaging in this professional learning increased awareness of cultural safety and responsibility amongst staff and improved personalised learning pathways for students. The school also engaged with the community to create a Reconciliation Action Plan to foster a more enriched, inclusive learning environment. As part of this process, a local Elder was invited to strengthen processes for 'Caring for Country' and 'Dreamtime Connections' were employed to work on a sustainable garden project.

In 2024 the focus will be a review of processes and systems through data analysis relating to well-being programs to ensure consistency across the school. Additional professional learning will be undertaken by all staff to further build capacity and accommodate new staff joining in 2024. The Reconciliation Action Plan will be presented to community through the 'Meet the Teacher' evening early in Term 1 and at the local Sutton District Community Association meeting.

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
Increase the proportion of students attending school 90% of the time or more by 8.36% from baseline data	Attendance data indicates the proportion of students attending school 90% of the time or more has decreased by 10.85% from baseline data indicating the school has not achieved the system negotiated target.

towards the system negotiated target.	
Increase the proportion of students reporting a positive sense of wellbeing (Expectations of Success, Advocacy and Sense of Belonging at School) by 6.36% from baseline data towards the system-negotiated target.	Tell them from Me (TTFM) data indicates the proportion of students reporting a positive sense of well being (Expectations for Success, Advocacy, and Sense of Belonging at School) has decreased by 14.08% from baseline data indicating the school has not achieved the system negotiated target.

Strategic Direction 3: Leading learning

Purpose

Building teacher capacity and leadership capabilities fosters a high expectation culture leading to improved teacher effectiveness and increased student achievement.

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.

- Building leadership and teacher capacity

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
Socio-economic background

Summary of progress

The focus for 2023 was on building and utilising effective instructional leadership for staff to gain guidance and support when analysing data and identifying teaching and learning strategies that meet the immediate needs of students. Focus was given to collaborative lesson planning as a means of sharing expertise, developing a robust curriculum understanding and diversifying teaching methods.

This involved staff participating in guided teaching and learning sprints with the Assistant Principal Curriculum and Instruction on focus areas identified from data analysis, specifically communication and reasoning in mathematics and vocabulary development across the curriculum. The focus strategies were either whole class instruction, explicit teaching strategies or differentiating for individual student needs.

The sprints were supported by collaborative lesson and unit planning sessions with a member of the school executive and the Assistant Principal Curriculum and Instruction, where dialogue was focused on teaching strategies, differentiation and formative and summative assessment for learning and reporting purposes. Whole school processes for programming were refined and implemented.

As a result, there was a lift in teacher identification of opportunities for improvement in communication and reasoning in mathematics, with teachers actively discussing student progress and outcomes in staff stage meetings. Teachers maintained a strong emphasis on vocabulary development and assessment across Key Learning Areas with improved student data confirming this focus.

Collaborative planning resulted in staff planning and implementing literacy more effectively, with explicit assessment opportunities identified throughout the year. A shared process was developed for adjusting and annotating teaching and learning programs and storing these centrally and digitally.

In 2024, the school will continue to refine and review programming processes with a focus on English and mathematics. The whole school assessment schedule will be consolidated and implemented to track student achievement accurately and longitudinally. Instructional Leadership will focus on explicit teaching, ensuring learning intentions and success criteria are embedded in all teaching and learning programs across the entire curriculum.

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
Increase the proportion of staff reporting a positive total score in "Teamwork and Collaboration" through the People Matters survey by 7.2% from 2021 baseline data.	People Matters survey data indicates the proportion of staff reporting a positive total score in 'Teamwork and Collaboration' decreased by 33.57% from baseline data indicating the school has not achieved the system negotiated target.

Increase the proportion of staff reporting a positive total score in "Leadership" through the Tell Them From Me survey by a score of 1.1 from 2022 baseline data (7.4).

Tell them from Me (TTFM) data indicates the proportion of staff reporting a positive total score in 'Leadership' has decreased by 0.7 from baseline data indicating the school has not achieved the system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,943.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sutton 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"> • Personalised, high-quality support for all students <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 • individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs (Minilit, Maqulit, Quicksmart and Spelling Mastery) <p>The allocation of this funding has resulted in the following impact: Integration funding support, Low level adjustment for disability - flexible, Aboriginal background - flexible and Low level adjustment for disability - staffing were combined. This has resulted in all students made progress towards their Personalised Learning and Support Plan goals and Personalised Learning Pathways. Staff have an increased understanding of processes and systems through the creation of a school flowchart.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Review of flowchart to take place in 2024 to streamline process and ensure all students are supported with parent and carer input, Funding sources will continue to be combined to employ additional support staff for identified students, and Further professional learning will be undertaken to address individual student needs.</p>
<p>Socio-economic background</p> <p>\$9,519.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sutton 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"> • Building leadership and teacher capacity • Implementing evidence informed teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Little Learners Love Literacy program to support student learning of reading • employment of additional staff to support Little Learners Love Literacy program implementation • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Location, Professional learning, Per capita, Assistant Principal Curriculum and Instruction, Low level adjustment for disability - flexible, Aboriginal background - flexible, Socio-economic background - flexible and Low level adjustment for disability - staffing were combined. This has resulted in all K-2 staff increasing their knowledge of sequencing, consistent assessment and evidence-based strategies in reading focusing on phonics, spelling,</p>

<p>Socio-economic background</p> <p>\$9,519.91</p>	<p>handwriting and writing. Student results increased in the Little Learners Love Literacy program throughout the year with 76% of Kindergarten students moved from Stage 1 to Stage 4 and beyond, 96% of Year 1 and 2 students moved 3 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Support implementation of phonics lessons in 3-6 classrooms where needed, Update whole school assessment schedule to include a balance of summative and formative assessments, Refine assessment opportunities for whole school including pre and post assessment and explicit teaching practices such as learning intentions and success criteria and feedback for effective classroom practice, and Extending process of adapting curriculum content into Years 3-6 with the implementation of new syllabus.</p>
<p>Aboriginal background</p> <p>\$3,191.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sutton 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"> • Personalised, high-quality support for all students • Implementing evidence informed teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • development and implementation of Personalised Learning Plans • engaging external community members to facilitate improved community engagement, including the engagement of students and their families with cultural safety and knowledge <p>The allocation of this funding has resulted in the following impact: Integration funding support, Per capita, Location, Professional learning, Socio-economic background - flexible, Low level adjustment for disability - flexible, Aboriginal background - flexible and Low level adjustment for disability - staffing were combined. This has resulted in all students made progress towards their Personalised Learning and Support Plan goals and Personalised Learning Pathways. Staff have an increased understanding of processes and systems through the creation of a school flowchart. All staff have increased their awareness of cultural safety and responsibility, improving Personalised Learning Pathways creation and implementation. There was an increase of five levels in phonic knowledge for Aboriginal background students who participated in the Little Learners Love Literacy decodable reading program so they achieved outcomes at grade level. All K-2 staff increasing their knowledge of sequencing, consistent assessment and evidence-based strategies in reading focusing on phonics, spelling, handwriting and writing. Student results increased in the Little Learners Love Literacy program throughout the year with 76% of Kindergarten students moved from Stage 1 to Stage 4 and beyond, 96% of Year 1 and 2 students moved 3 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Review of flowchart to take place in 2024 to streamline process and ensure all students are supported with parent and carer input, Funding sources will continue to be combined to employ additional support staff for identified students,</p>

<p>Aboriginal background</p> <p>\$3,191.47</p>	<p>Further professional learning will be undertaken to address individual student needs, Ensure all students engage in lessons on Aboriginal culture, Creation of a Reconciliation Action Plan, Reform the school Aboriginal Education Committee, Continue to implement the explicit evidence based phonics program and Little Learners Love Literacy decodable reading program, Support implementation of phonics lessons in 3-6 classrooms where needed, Update whole school assessment schedule to include a balance of summative and formative assessments, Refine assessment opportunities for whole school including pre and post assessment and explicit teaching practices such as learning intentions and success criteria and feedback for effective classroom practice, and Extending process of adapting curriculum content into Years 3-6 with the implementation of new syllabus.</p>
<p>Low level adjustment for disability</p> <p>\$91,335.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Sutton 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"> • Personalised, high-quality support for all students • Implementing evidence informed teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • support for students in Minilit, Maqulit, Quicksmart and Spelling Mastery <p>The allocation of this funding has resulted in the following impact: Integration funding support, Per capita, Location, Professional learning, Socio-economic background - flexible, Low level adjustment for disability - flexible, Aboriginal background - flexible and Low level adjustment for disability - staffing were combined. This has resulted in all students made progress towards their Personalised Learning and Support Plan goals and Personalised Learning Pathways. Staff have an increased understanding of processes and systems through the creation of a school flowchart. All staff have increased their awareness of cultural safety and responsibility, improving Personalised Learning Pathways creation and implementation. There was an increase of five levels in phonic knowledge for Aboriginal background students who participated in the Little Learners Love Literacy decodable reading program so they achieved outcomes at grade level. All K-2 staff increasing their knowledge of sequencing, consistent assessment and evidence-based strategies in reading focusing on phonics, spelling, handwriting and writing. Student results increased in the Little Learners Love Literacy program throughout the year with 76% of Kindergarten students moved from Stage 1 to Stage 4 and beyond, 96% of Year 1 and 2 students moved 3 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Review of flowchart to take place in 2024 to streamline process and ensure all students are supported with parent and carer input, Funding sources will continue to be combined to employ additional support staff for identified students, Further professional learning will be undertaken to address individual student needs,</p>

<p>Low level adjustment for disability</p> <p>\$91,335.23</p>	<p>Funding will continue to be combined to ensure resources and professional learning continue, Support implementation of phonics lessons in 3-6 classrooms where needed, Update whole school assessment schedule to include a balance of summative and formative assessments, Refine assessment opportunities for whole school including pre and post assessment and explicit teaching practices such as learning intentions and success criteria and feedback for effective classroom practice, and Extending process of adapting curriculum content into Years 3-6 with the implementation of new syllabus.</p>
<p>Location</p> <p>\$9,418.19</p>	<p>The location funding allocation is provided to Sutton 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"> • Personalised, high-quality support for all students • Implementing evidence informed teaching and learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • professional development of staff through Little Learners Love Literacy program to support student learning of reading • employment of additional staff to support Little Learners Love Literacy program implementation • resourcing to increase equitability of resources and services • resourcing to increase equitability of resources and services providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Location, Professional learning, Per capita, Assistant Principal Curriculum and Instruction, Low level adjustment for disability - flexible, Aboriginal background - flexible, Socio-economic background - flexible and Low level adjustment for disability - staffing were combined. This has resulted in all K-2 staff increasing their knowledge of sequencing, consistent assessment and evidence-based strategies in reading focusing on phonics, spelling, handwriting and writing. Student results increased in the Little Learners Love Literacy program throughout the year with 76% of Kindergarten students moved from Stage 1 to Stage 4 and beyond, 96% of Year 1 and 2 students moved 3 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Support implementation of phonics lessons in 3-6 classrooms where needed, Update whole school assessment schedule to include a balance of summative and formative assessments, Refine assessment opportunities for whole school including pre and post assessment and explicit teaching practices such as learning intentions and success criteria and feedback for effective classroom practice, and Extending process of adapting curriculum content into Years 3-6 with the implementation of new syllabus.</p>
<p>Professional learning</p> <p>\$17,351.34</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 Sutton 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"> • Building leadership and teacher capacity • Implementing evidence informed teaching and learning

<p>Professional learning</p> <p>\$17,351.34</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for decodable readers and first aid workshops • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes in reading <p>The allocation of this funding has resulted in the following impact: Location, Professional learning, Per capita, Assistant Principal Curriculum and Instruction, Low level adjustment for disability - flexible, Aboriginal background - flexible, Socio-economic background - flexible and Low level adjustment for disability - staffing were combined. This resulted in staff skills, knowledge and confidence increasing due to professional learning undertaken on data analysis and implications for the teaching and learning cycle. Students made progress towards literacy and numeracy outcomes and lifted in their achievement as evidenced by literacy and numeracy progression data, moderated work samples, vocabulary knowledge scale for assessment tool and data sources. There was also an increase in all observed staff knowledge regarding processes to determine and support students learning outcomes. This has resulted in all K-2 staff increasing their knowledge of sequencing, consistent assessment and evidence-based strategies in reading focusing on phonics, spelling, handwriting and writing. Students results increased in the Little Learners Love Literacy program throughout the year with 76% of Kindergarten students moved from Stage 1 to Stage 4 and beyond, 96% of Year 1 and 2 students moved 3 or more levels.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Support implementation of phonics lessons in 3-6 classrooms where needed, Update whole school assessment schedule to include a balance of summative and formative assessments, Refine assessment opportunities for whole school including pre and post assessment and explicit teaching practices such as learning intentions and success criteria and feedback for effective classroom practice, Extending process of adapting curriculum content into Years 3-6 with the implementation of new syllabus, Continue to use professional learning sprints to support staff to increase their knowledge, skills and confidence in implementing the teaching and learning cycle and data analysis for the purpose of student improvement, and Use explicit teaching strategies to improve student learning outcomes across the curriculum.</p>
<p>QTSS release</p> <p>\$39,890.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sutton 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"> • Implementing evidence informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principal Curriculum and Instruction and QTSS release funding</p>

<p>QTSS release</p> <p>\$39,890.02</p>	<p>sources were combined. This resulted in rich literacy lessons being implemented and a clear process put in place to adjustments units of work to suit the school context. Also, this resulted in staff skills, knowledge and confidence increasing due to professional learning undertaken on data analysis and implications for the teaching and learning cycle. Students made progress towards literacy and numeracy outcomes and lifted in their achievement as evidenced by literacy and numeracy progression data, moderated work samples, vocabulary knowledge scale for assessment tool and data sources.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be combined to ensure resources and professional learning continue. Future planning will include; Continue to collaborate in stages to implement rich literacy lessons across the school, Explicitly identify components from the English units that will be used for assessment purposes, Ensure all 3-6 staff have completed the curriculum reform training via MyPL and NESA, Continue to use professional learning sprints to support staff to increase their knowledge, skills and confidence in implementing the teaching and learning cycle and data analysis for the purpose of student improvement, and Use explicit teaching strategies to improve student learning outcomes across the curriculum.</p>
<p>COVID ILSP</p> <p>\$25,369.88</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 2023.</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy, specifically in reading, phonic knowledge, word recognition and spelling <p>The allocation of this funding has resulted in the following impact: Small group instruction was provided in literacy for identified students. The COVID ILSP funding resulted in all Year 1 and 2 students in MiniLit increased in Part A and Part B of the program. While, 96% of Year 3 students increased their word attack skills and their word count per minute through the Wheldall Assessment of Reading Passages. Data for the COVID ILSP students can be found in PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP funding ceases in 2024. Allocate further funding to support reading intervention programs and spelling support programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	125	115	104	93
Girls	122	113	101	95

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	93.7	91.3	94.3
1	93.7	94.6	86.9	90.9
2	94.2	93.7	93.6	91.4
3	93.3	92.5	89.9	92.0
4	93.8	90.8	86.4	91.5
5	94.8	91.3	87.0	87.1
6	91.6	91.4	89.8	86.3
All Years	93.9	92.6	89.5	90.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	2.6
Classroom Teacher(s)	6.97
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.98

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	297,258.89
Revenue	2,287,189.66
Appropriation	2,144,151.89
Sale of Goods and Services	19,643.37
Grants and contributions	116,140.90
Investment income	7,153.50
Other revenue	100.00
Expenses	-2,314,550.87
Employee related	-1,994,914.38
Operating expenses	-319,636.49
Surplus / deficit for the year	-27,361.21
Closing Balance	269,897.68

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.

	2023 SBAR Adjustments (\$)
Targeted Total	53,943
Equity Total	104,047
Equity - Aboriginal	3,191
Equity - Socio-economic	9,520
Equity - Language	0
Equity - Disability	91,335
Base Total	1,658,602
Base - Per Capita	53,353
Base - Location	9,418
Base - Other	1,595,831
Other Total	187,125
Grand Total	2,003,717

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies included interview schedules, focus groups and survey instruments (e.g. Tell Them from Me survey data).

Students indicated in their Tell Them from Me surveys that there was growth in their sense of belonging within the school, with a 4% increase in students reporting feeling accepted and valued by their peers and others at the school. The survey results also recorded a 5% increase in the percentage of students who believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Teachers who responded to the Peoples Matter survey reported that all staff believe the school shows a commitment to ethical behaviours and that they understand what ethical behaviour means within our school. The majority of teachers indicated that they felt a sense of belonging in the Department of Education and that managers, such as principals and assistant principals, provide recognition for the work that teachers do.

In 2023, a survey was completed by the school community. All parents and carers who responded reported that they felt informed about the changes to the Early Stage 1 and Stage 1 English curriculum in regard to teaching phonics and using decodable texts to teach beginning reading skills. All parents and carers also indicated that they understood how this change in teaching would impact the home reading program, with decodable texts being used to further support developing skills at home.

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.

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.

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.