

Sandon Public School

Annual Report



2016



5696

Introduction

The Annual Report for **2016** 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 school 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.

Susan McCulloch

Principal

School contact details

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Message from the Principal

It is my pleasure to introduce the Sandon Public School 2016 Annual Report. This report gives members of the school community an overview of the programs, activities and events which have been integral to our school operation throughout the year. 2016 has continued to be a year of ongoing improvement for our school and together we have achieved many things.

Our children have worked very hard and we are proud of the progress and development each one has made. Throughout 2016, students have participated in a wide range of academic, social development, sporting and creative arts programs and activities resulting in the achievement of high-level outcomes. All of our students embrace our SHINE values and their 'never give up' attitude is evident in all aspects of school life.

I would like to acknowledge the strong partnership we share with our school community through School Council and the Parents and Citizens Association. The work of our canteen and fund raising committees has been considerable and our clothing pool has ensured that our students always look proud and smart. Again the P&C has donated many thousands of dollars to the school to purchase extra resources and we are most appreciative of their assistance in this way.

I would also like to acknowledge the wider Armidale community for their support of Sandon Public School. Many local businesses generously support our fundraising endeavours and our Annual Presentation day. The partnership we have between our school, our families and the community is strong and is truly valued.

Susan McCulloch

Principal

Message from the school community

Throughout 2016 the Sandon Parents and Citizens Association (P&C) has actively supported the school community. This has been through the positive promotion of the Sandon values and through fundraising for much needed resources.

The P&C has continued to manage the clothing pool and canteen as well as running several successful fundraisers. A very big thank you to all who have supported our fundraisers, helped out in the canteen, attended P&C meetings and attended other functions such as the Welcome BBQ and Information Evenings. While it is impossible to individually name and thank every person who has helped this year I must say a special thank you to Sarah Hillier, who has

coordinated the clothing pool and several of the fundraising events, as well as helping with other fundraisers.

This year our financial donations to the school have allowed the purchase of numerous items including:

- new soccer goals and nets;
- a new iPad sync station;
- a new dryer for the Support Unit; and
- support of the WasteFree Wednesday Program.

The P&C also assists with the purchasing of classroom supplies, readers, library books and with the cost of excursions and visiting shows. We have started planning for future expenditures such as a new set of iPads, upgrading Smartboards in classrooms, continuing the library refurbishment and revamping the school playground equipment.

While much of the support we offer the school is financial, it is important to note that we also value the importance of being a part of a community. We do this through supporting events such as the Welcome BBQ, the Cyber Safety Presentation by the Armidale Police, the Technology Information Evening, Grandparent's Day and Kindergarten Orientation.

2016 is the final year for a number of our long-standing and dedicated P&C members, as their children are moving on to high school. Thank you Rebecca Bainivalu and Suellen Simpson for your many years of service as co-managers of the Sandon canteen, as well as the many hours spent on fete preparation and all the other events you have helped with over the years. Thank you also, to Megan Tijani for your support of the P&C and Sandon Public School. We wish you and your families all the best for the future.

Finally, I wish to thank the P&C executive, our regular meeting attendees and our small but enthusiastic band of dedicated volunteers for their time and support this past year. I hope future members will come along and find out for themselves just how rewarding it can be assisting our school, forging new friendships and helping to make our school community SHINE.

Courtny Ryan

Sandon P&C President 2016

School background

School vision statement

Sandon Public School is a learning community committed to developing confident, successful learners and leaders who exit Sandon Public School as literate, numerate and value-laden 21st century citizens who SHINE.

We will achieve this through the provision of challenging learning programs delivered by high-performing staff in an inclusive, safe and supportive learning environment.

School context

Sandon Public School was established in 1993 and is situated in the city of Armidale. Historically the school has maintained an outstanding reputation for its inclusivity, student leadership program and its responsive teaching and learning programs.

The school has a student population of approximately 240 students from diverse cultural, religious and socio-economic backgrounds.

Approximately 25% of students are of Indigenous background. As well 14% of students have English as an additional language and 10% of students have a diagnosed disability. This includes students in the special education unit and students with disabilities integrated into mainstream classes. Our teaching and learning and student well-being programs are designed to address this complexity.

Historically the school has experienced up to 20% transience which is influenced by students in out-of-home care and the influence of the University of New England with its international student population.

Parents and carers are very supportive of the school and there is both an active School Council and Parents and Citizens Association.

NAPLAN and in-school assessment data reflects the complexity of the school. NAPLAN growth data has consistently been above state and region growth.

Sandon Public School has been a Positive Behaviour for Learning (PBL) school for five years and the school's SHINE values (Show respect, Honesty, Include others, Never give up, Engage in learning) and inclusive culture underpin the ethos of the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning at Sandon Public School there is a demonstrated commitment to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum conditions for student learning. The school continued to focus on the Positive Behaviour for Learning Framework ensuring it remained relevant and consistent across the whole school in all school settings. Curriculum delivery in all classrooms integrates technology and library and we offered a wide variety of extra-curricular learning opportunities. In 2016 these included sport, Stage choirs as well as an Indigenous Girls Choir, leadership opportunities, chess, public speaking and a number of school excursions. Teachers set transparent criteria for student assessment and have in place systems for consistent assessment and moderation of student learning.

In the domain of Teaching it is evident that staff are committed to their ongoing development as members of the teaching profession. Teachers actively share learning from their professional development with others and have been provided

with multiple opportunities to plan, teach, assess and moderate student learning in Stage Teams. The opportunities for staff to engage in professional dialogue and collaborative planning have resulted in consistent teaching practice and expectations for student learning across the school. There has been a focus on improved teaching methods in literacy and numeracy, with professional learning activities focussed on building teachers' understandings of effective teaching strategies in these areas.

In the domain of Leadership the school leadership team communicates clearly about school priorities and practices. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school's resources and facilities are well maintained and provide a safe environment that supports learning. Physical learning spaces are used flexibly to support different programs and technology is accessible to staff and students. Sandon Public School is committed to providing opportunities for parents and the wider community to engage in a wide variety of school-related activities. These include: Meet the teacher BBQ and Information Evening; Term 1 teacher/parent interview; Harmony Day and Grandparents' Day Concert and Celebrations; NAIDOC week focus; Autumn Festival; Annual Community Breakfast; and the Year 6 Farewell Dinner. In 2017 school leaders will work with the school and community to determine the priorities for the next three year planning cycle, ensuring the plan is responsive to the needs of our students and the community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students are confident, successful and responsible learners and leaders and value-laden global citizens.

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.

To develop motivated, self-directed learners who accept responsibility for their own learning.

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

Overall summary of progress

The continued school-wide focus on Positive Behaviour for Learning (PBL) has enabled us to achieve significant progress through a positive approach to student wellbeing and learning. PBL has ensured the use of a consistent approach to the teaching and learning of appropriate behaviours in all school contexts.

School data shows that all students have made progress in literacy and numeracy as measured on the Literacy and Numeracy Continuum. The Learning and Support team continue to monitor student progress, supporting teachers in the classroom and assisting students to meet their targeted outcomes.

Professional learning opportunities have increased staff confidence in the use of ICT to provide learning opportunities for students. This has resulted in improved student engagement and has helped students achieve ICT learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have embedded visible learning practices (learning goals, success criteria and feedback) in all key learning areas.	PDP goals, learning walks evaluations, lesson observations, professional learning feedback, student feedback and program supervision feedback indicate a continued growth of teachers in developing and utilising learning goals and success criteria for all English and mathematics lessons.	Teacher and executive release for: learning walks, lesson observations, meetings, professional learning <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10000.00)• Aboriginal background loading (\$10000.00)• Socio-economic background (\$10000.00)
All students demonstrate success as competent and creative users of ICT as indicated in the school ICT scope and sequence.	All teachers participated in a review of the school's Teaching and Learning Guide which clearly articulates expectations around the explicit teaching of the general capabilities. All staff identified the need for professional learning to help them use ICT effectively as a teaching tool and to meet the requirements in all syllabuses. Teaching programs, anecdotal evidence and student assessment show that further professional learning and support is required in 2017 to embed ICT knowledge and skills into daily teaching and learning practice.	\$5000 for professional learning, ICT Scope and Continuum development and teacher mentoring. \$2000 donated from P&C for technology purposes.
PBL is integrated across all school practices and 100% of staff have achieved Tier 2 pedagogical processes, confirmed by SET review reports.	PBL 'Most Significant Change' report, SENTRAL data and anecdotal feedback from staff, students and parents indicate that the whole-school PBL approach and the continued commitment by all stakeholders has had a significant effect on the wellbeing of all students.	Training in classroom systems for PBL leader and one team member, PBL team release time to develop lessons and update signage, laminating, photos,

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Next Steps

- Continue the implementation of the Kindergarten to Year 6 Scope and Continuum for ICT across all key learning areas by providing the required professional learning for staff.
- After analysis of 2016 NAPLAN data, review the teaching of spelling at Sandon Public School and make it a focus in 2017.
- Teachers continue to develop skills in using the literacy and numeracy continuums in conjunction with planned assessment and data collection to assist with implementing differentiated learning programs for all students.
- Monitor the continued implementation of PBL to ensure all new staff are confidently using the framework in all school settings.

Strategic Direction 2

Staff are high-performing, collaborative and innovative teachers and leaders.

Purpose

To enable teachers to be active, fearless and collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capabilities that inspire learning.

To build the capacity of all staff through the provision of high-quality, disciplined, collaborative professional learning resulting in accreditation of all staff and leaders at proficient or highly accomplished level as per the Australian Professional Standard for Teachers (APST).

To build high-level educational leadership capacity supporting distributed leadership and succession planning within the school and beyond.

Overall summary of progress

Sandon Public School staff have worked very hard, in a collaborative manner, to implement the Professional Development Process to ensure quality teaching and learning and that the Australian Professional Standards for Teachers are met. The use of in-school expertise has enabled considerable professional learning in the use of technology. The staff have undertaken Focus on Reading training, continued L3 training and maintained a focus on using Visible Learning strategies in their classrooms.

Staff have worked collaboratively to develop scope and sequences for the new History and Geography Syllabuses and to plan, program, teach and assess these subjects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers demonstrate high-level competency at the proficient or above levels as outlined in the Australian Professional Standards for Teachers.	All staff demonstrate high-level competency at the proficient level of the Australian Professional Standards for Teachers. With a school focus on using data to inform programing and teaching and a focus on literacy all staff received professional learning in using PLAN data, Focus on Reading training, L3 training for Early Stage 1 and Stage 1 teachers and the use of technology to enhance the teaching of literacy and numeracy. Staff participated in Learning Walks, team teaching, lesson observations, stage team planning, programing and moderating sessions as well as Stage Team meetings and whole school professional learning.	Casual relief and resources for professional learning \$40000
Performance and Development Framework All teachers and leaders have explicit professional learning goals matched to the standards and the priorities articulated in the school plan and progress is made towards achieving these each year.	The principal and Teachers Federation representative completed up-dated training in the Performance and Development Framework. which was shared with all staff. Teachers developed their own plans, taking into account personal, school and system priorities. The executive reviewed these plans to determine professional learning priorities. Each term staff reviewed their PDP with supervisors to discuss progress being made towards the achievement of professional learning goals and evidence of this.	Casual relief and professional learning resources \$10000

Next Steps

- continue to improve and embed collaborative practices in all professional learning to enhance self-reflection and active engagement in professional learning. Further professional learning in ICT will be the conduit for this.
- Implement process for more formal collegial visits both within the school and in other school settings.
- review and update of staff development and well being police to reflect the PDP process and collaborative practice.

Strategic Direction 3

A high performing school and an inclusive, informed and engaged community working together in a productive and positive partnership.

Purpose

To build the quality of the whole school operation to reflect the standards as articulated in the NSW DEC School Excellence Framework.

To strategically build collaborative and informed partnerships with parents, families, local businesses and community organisations to contribute to improved student learning achievement and well-being.

Overall summary of progress

The strong culture of a productive partnership between school and home has continued at Sandon Public School. The 'Partners in Learning' parent survey indicates that parents feel welcome at Sandon Public School, that they are informed of their child's progress and that the school strongly supports positive behaviour.

All teachers have engaged with the School Excellence Framework and evidence that can be used to monitor progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Greater than 85% of parents/carers feel their opportunity to contribute to school life has increased and they feel heard and valued for their contributions all or most of the time.</p> <p>At least 50% of parents/carers attend planned information and or consultation sessions.</p>	<p>Parents and community members have the opportunity to engage in a wide range of school related activities. This year we held our Welcome Barbeque on the same evening as our 'Meet the Teacher' information session. This was very successful as we had an increase in the number of parents attending. Parent/carer attendance at the end of Term 1 formal meeting was very good – 80 – 100% in all classes. Teachers followed up with phone calls to parents. Parents are able to be involved in the school at sporting events, school assemblies, NAIDOC Week activities, Grandparents Day, Harmony Day, Presentation Day and our annual Community Breakfast. Parent attendance at these events is high although numbers attending Parents and Citizens meetings has declined.</p>	<p>Funding for welcome barbeque and Community Breakfast – \$600 Teacher time for after school meetings and school events</p>
<p>100% of teachers demonstrate over time a deep knowledge of SEF content and its relationship to their day-to-day work.</p>	<p>All staff participated in professional learning to deepen their understanding of the School Excellence Framework and how it relates to their day-to-day work and what constitutes quality evidence of the elements of the framework. Teachers worked in small groups to determine the progress of the school and where it sits as per the School Excellence Framework.</p>	<p>Professional learning time.</p>

Next Steps

- All staff continue to develop a deeper understanding of evidence of student progress and using this to inform teaching. this will be through whole school staff meetings and Stage Team meetings.
- Analyse the 'Partners in Learning' parent survey closely to determine areas which can be improved and put in place procedures to do this.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal and Torres Strait Islander students have a personal learning plan developed in collaboration with teachers and/or parents and caregivers. These plans were reviewed each term.</p> <p>The school employed two Student Learning Support Officers to support kindergarten students as they began their schooling, as well as other identified students requiring extra support in the classroom and playground.</p> <p>Year 6 Indigenous students were supported in attending the Student Leadership camp and peer support and peer mediation training. Targeted students received extra tuition in literacy and numeracy as part of the Norta Norta program. The school participated in a transition to high school program with a mathematics focus, targeting Year 6 Indigenous students.</p>	<p>Teacher relief to support PLP development, SLSO and Support teacher funding – \$40000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$60 689.42)
English language proficiency	<p>A specialist teacher was employed one day a week to help meet the English language needs of students thus increasing their English proficiency and their engagement with learning. This was supplemented in Semester 2 with a .1 staffing allocation for the New Arrivals Program. The EAL/D teacher coordinated interpreter support for teacher/parent meetings and supported classroom teachers with programing.</p>	<p>Trained teacher of EAL/D students</p> <ul style="list-style-type: none"> • English language proficiency (\$27 943.46)
Low level adjustment for disability	<p>Targeted students referred to Learning Support Team. All students requiring adjustments and learning support are catered for within class programs or withdrawal for targeted teaching. School Learning Support Officers (SLSOs) were employed to support classroom teachers in delivering differentiated programs to support students within the class.</p>	<p>SLSO part time, teacher release for developing individual plans for students.</p> <p>\$35315.00 from RAM Equity Loading for Low Level Adjustment for Disability</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$35 315.00)
Quality Teaching, Successful Students (QTSS)	<p>Executive teacher release to coordinate PBL training and lessons, to provide support for teachers implementing new professional learning and individual meetings with staff to discuss PDP progress and next steps.</p>	<p>Staffing allocation of .1 (half day per week)</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10 000.00)
Socio-economic background	<p>Funding used to ensure that all students had access to excursions and incursions, sporting activities. Funding used to provide emergency care when needed. Funding used to provide SLSO support and teacher professional learning.</p>	<p>RAM Equity Loading for Socio-economic background – \$20900.08</p> <ul style="list-style-type: none"> • Socio-economic background (\$20 900.08)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	110	120	113	111
Girls	121	125	133	123

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	94.5	94.5	89.5
1	92.5	92.9	94.2	91.8
2	92.6	93.3	93.9	93.3
3	93.3	93.5	93.7	92.5
4	92.6	93.3	91.9	91.7
5	94.9	93.3	94.4	91.8
6	92.1	94.3	92.9	94.3
All Years	93.1	93.6	93.7	92.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The Learning Support Team monitors attendance at its fortnightly meetings. Concerns are followed up via phone calls, letters or involvement of the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	3
Classroom Teacher(s)	8.95
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	4.5
Other Positions	0.1

*Full Time Equivalent

In 2016 there were no full-time staff members at Sandon Public School who identified as Aboriginal or Torres Strait Islander. One part-time SLSO identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning is a priority at Sandon Public School as a means to improving student outcomes in all key learning areas.

All staff completed the following mandatory training: Code of Conduct, Anaphylaxis and Emergency Care, Asthma and Diabetes Care and Child Protection.

Staff continued to refine their skills in using visible learning practices – learning intentions, success criteria and explicit feedback – as a means of improving student learning. Early Stage 1 and Stage 1 teachers participated in Language, Learning and Literacy (L3) ongoing professional development provided by the L3 trainer based at Sandon Public School. All staff participated in Focus on Reading professional learning. One teacher undertook Reading Recovery training in 2016.

All staff undertook training in the use of ICT to meet outcomes in all Key Learning Areas, including the use of iPads. This was led by the school executive and librarian. Two staff member attended advanced PBL training at a two day course in Newcastle. The three assistant Principals participated in the Impact Leadership course led by the Director Public Schools and the Principal Support Leader.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs at 30/11/16 and does not involve expenditure in areas such as permanent salaries, building and major maintenance.

School performance

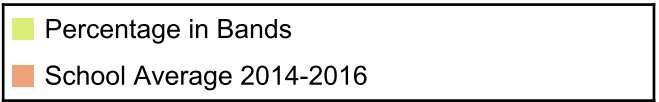
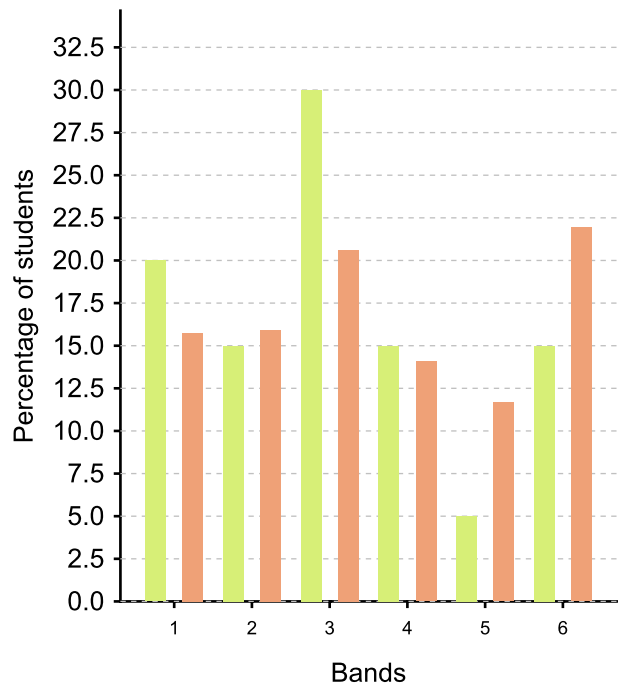
NAPLAN

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.

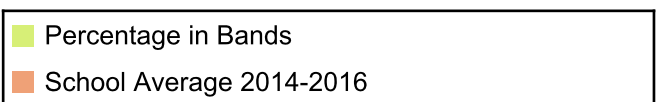
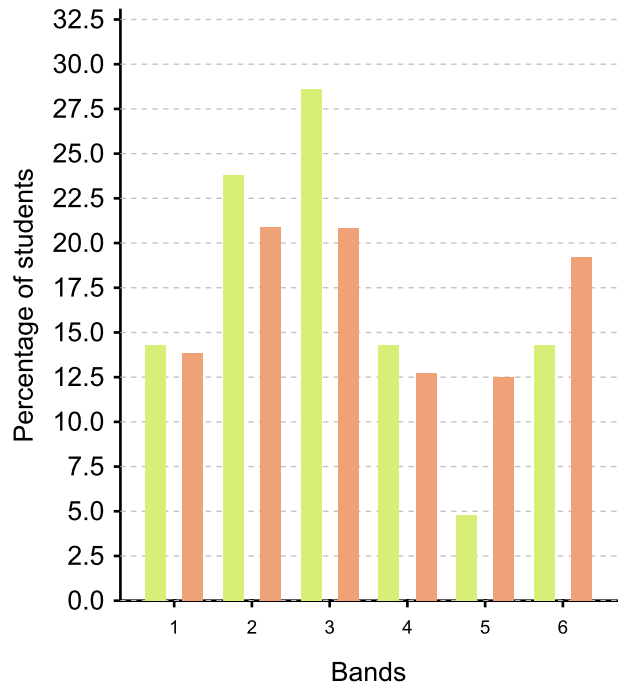
Income	\$
Balance brought forward	196 615.17
Global funds	228 808.32
Tied funds	289 535.31
School & community sources	42 980.22
Interest	5 318.13
Trust receipts	8 205.65
Canteen	0.00
Total income	771 462.80
Expenditure	
Teaching & learning	
Key learning areas	19 637.03
Excursions	8 007.64
Extracurricular dissections	12 490.26
Library	4 205.53
Training & development	5 796.07
Tied funds	218 815.92
Short term relief	102 420.01
Administration & office	58 728.22
School-operated canteen	0.00
Utilities	40 518.21
Maintenance	5 837.58
Trust accounts	7 579.46
Capital programs	49.01
Total expenditure	484 084.94
Balance carried forward	287 377.86

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

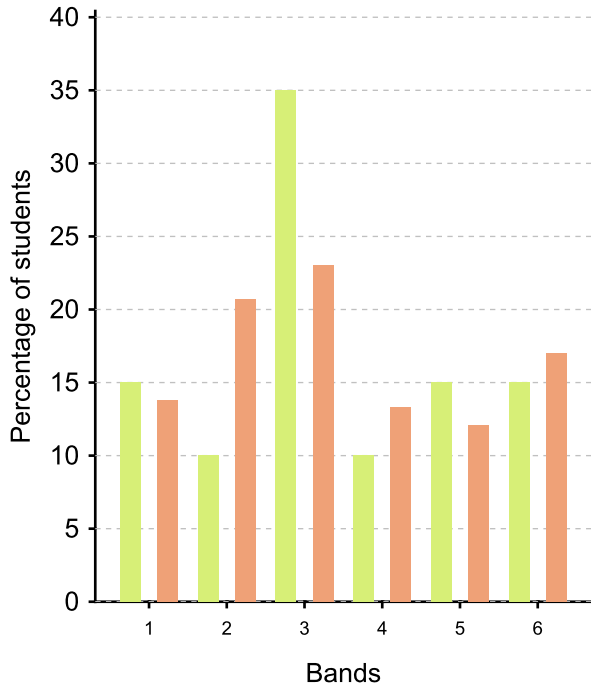
Percentage in bands:
Year 3 Grammar & Punctuation



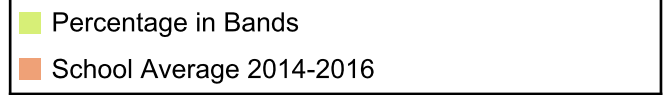
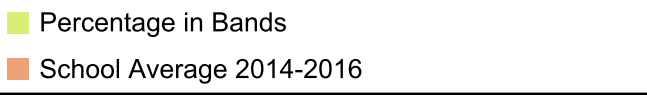
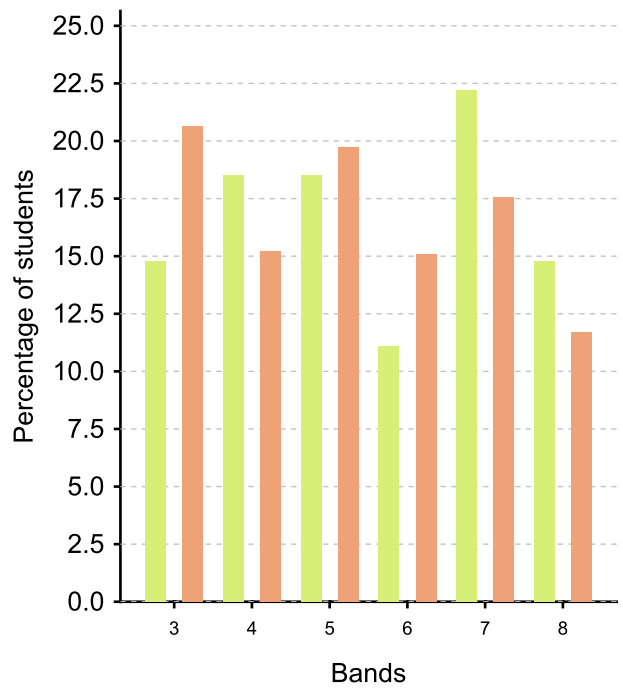
Percentage in bands:
Year 3 Reading



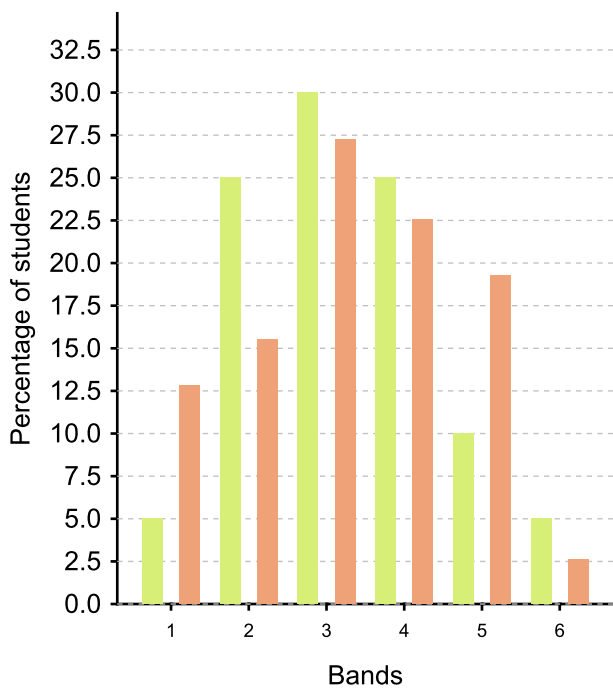
Percentage in bands:
Year 3 Spelling



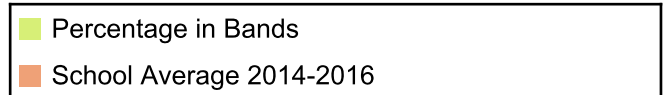
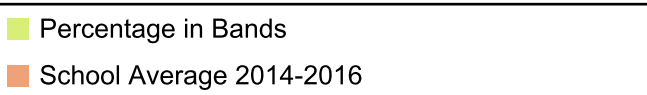
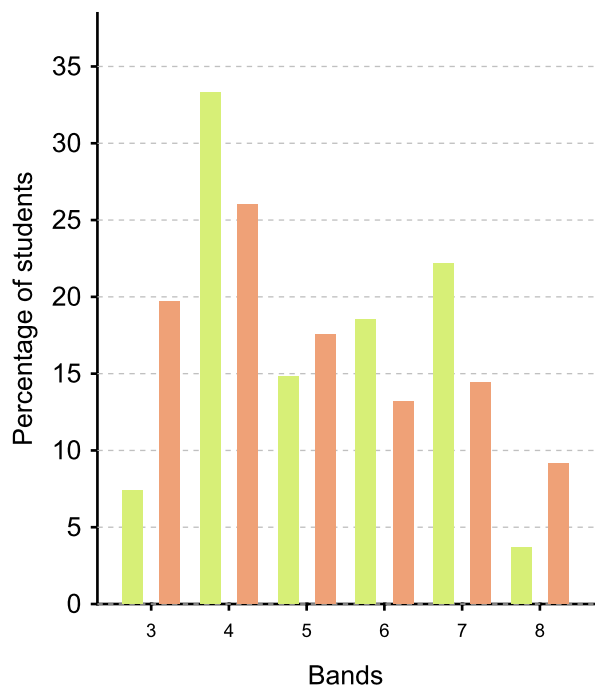
Percentage in bands:
Year 5 Grammar & Punctuation



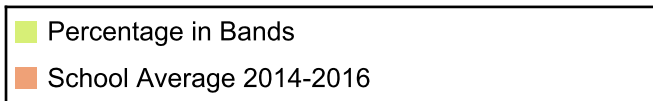
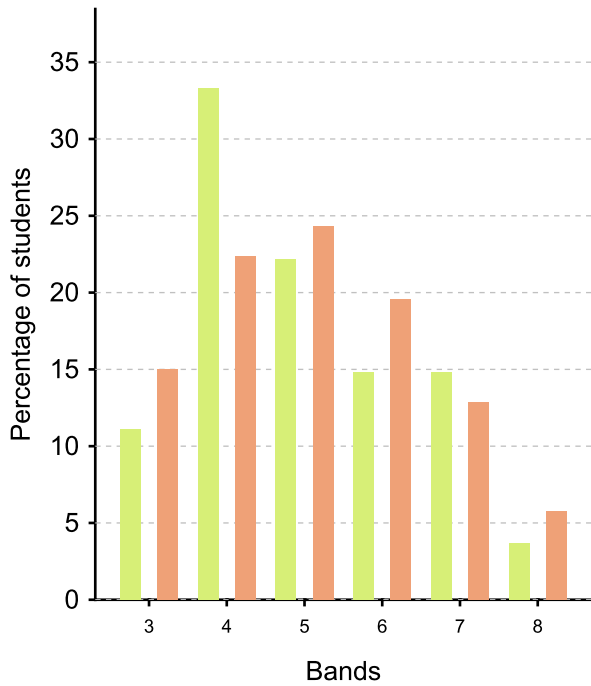
Percentage in bands:
Year 3 Writing



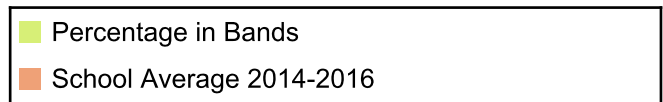
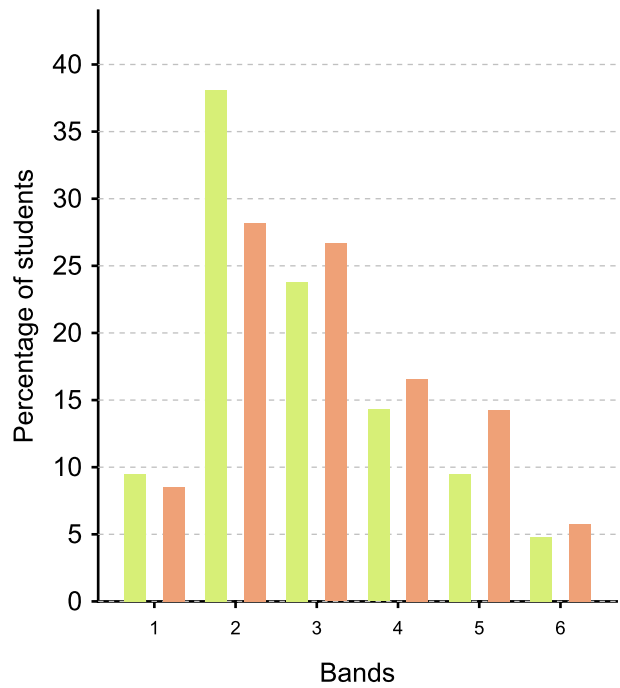
Percentage in bands:
Year 5 Reading



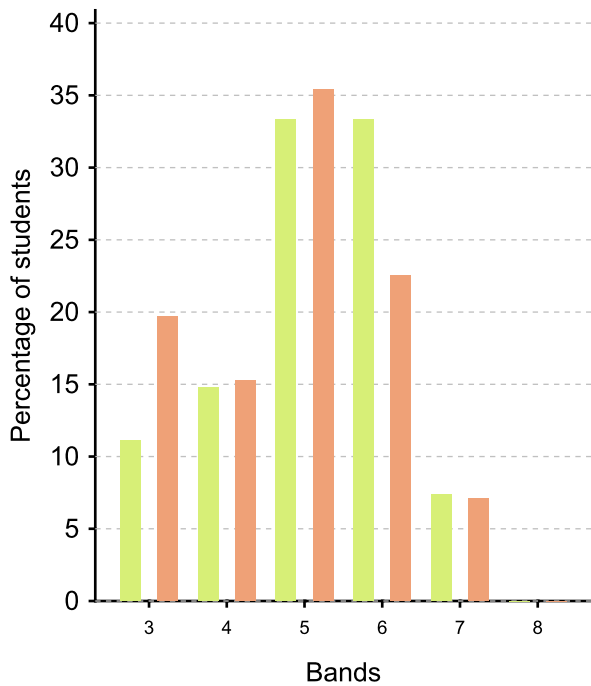
Percentage in bands:
Year 5 Spelling



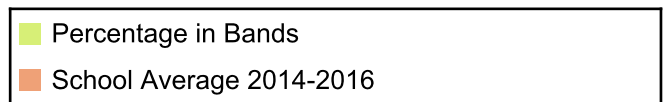
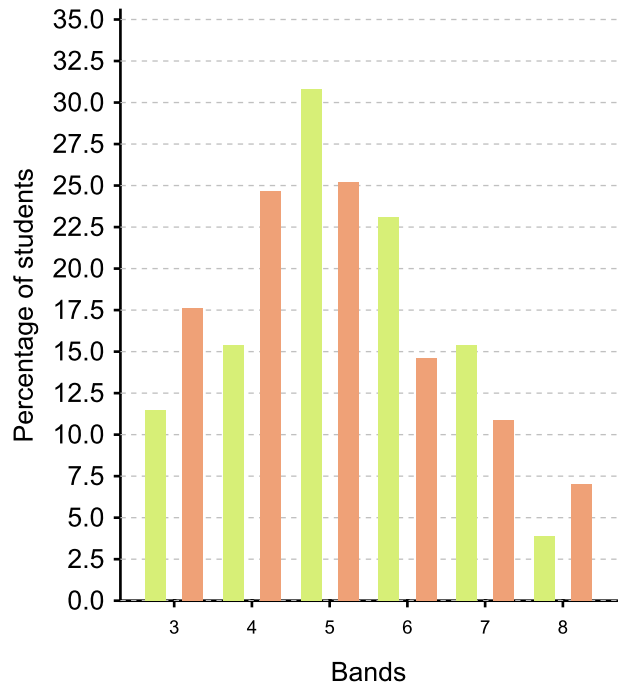
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2016 the school participated in the 'Partners in Learning' parent survey and the 'Tell Them from Me' student survey. These surveys give parents and students the opportunity, through well-developed surveys to give feedback on a variety of facets of school life and operations. The results indicate that the majority of parents who responded to the survey:

- feel welcome at the school and can easily speak with their child's teacher;
- feel the school's administrative staff are helpful when they have a question or problem;
- feel well informed about school activities;
- believe teachers understand the learning needs of students with special needs;
- believe teachers have high expectations of children and
- believe children are encouraged to do their best work and to work hard.

A number of parents wished to be better informed about their child's behaviour at school, whether positive or negative, and if their child was not making adequate progress in school subjects.

In the student survey 72 students from Years 4, 5 and 6 were surveyed. Results indicate that:

- 92% of students believe that education will benefit them personally and economically, and will have a bearing on their future;
- 82% of students try hard to succeed in their learning; and
- the majority of students feel teachers are responsive to their needs and that they have someone at school who consistently provides encouragement and can be turned to for advice.

The majority of staff indicated that they work closely with parents in problem solving to ensure students are progressing and are happy and safe at school.

Policy requirements

Aboriginal education

Building all students' understanding of Aboriginal and Torres Strait Islander culture and beliefs is critical. Aboriginal perspectives are embedded into teaching and learning programs for all key learning areas. NAIDOC week provides an opportunity for our Aboriginal students to showcase their culture to the school community. In 2016 we formed an Aboriginal girls choir. The choir performed at the Sandon Public School NAIDOC assembly and at the Armidale Community celebrations.

In 2016 Sandon Public School received RAM Equity Loading for Aboriginal background. This funding was used to support students, families and teachers to develop Personalised Learning Plans. Targeted Aboriginal students were given extra learning support both within their class and in small group settings. SLSOs were employed to support students in the

classroom and in the playground. The Aboriginal students who had remained at Sandon Public School from Year 3 and who participated in the Year 5 NAPLAN showed significant growth from their Year 3 results.

Multicultural and anti-racism education

At Sandon Public School approximately 14% of students come from a background other than English. We provide inclusive teaching practices which recognise and value the backgrounds of all students. This ensures that our students have the knowledge, skills and attitudes necessary to be successful citizens in a multicultural society.

Harmony Day is recognised each year, providing an opportunity for the different cultures represented at the school to be recognised and providing opportunities for all students to learn about different cultures. Our SHINE values of RESPECT and INCLUDE OTHERS are always evident.

All students, Years 3 to 6, participated in a school-based Multi-Cultural Perspective Public Speaking Competition.

The school has two trained Anti-Racism Officers who are accessible to staff, students and parents. However there have been no reported incidences of racism in several years.