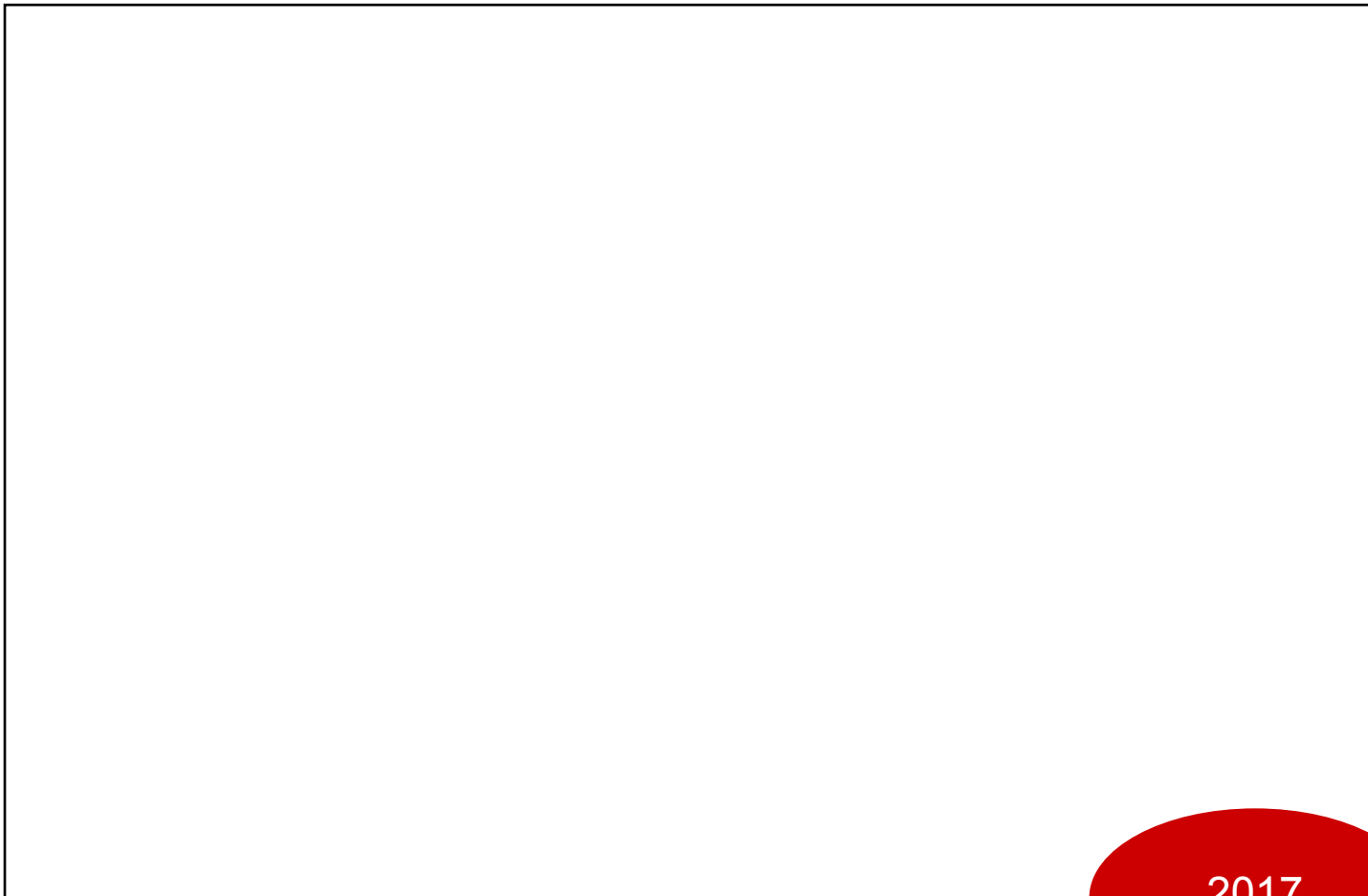


Sandon Public School

Annual Report



2017



5696

Introduction

The Annual Report for 2017 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

2017

School contact details

Sandon Public School

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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 S.H.I.N.E.

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 an active 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 S.H.I.N.E. 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 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 amongst 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 encompasses technology and we offered a wide variety of extra curricula learning opportunities. In 2017 these included: sport, including hockey, netball, soccer and basketball teams, stage choirs performing at the eisteddfod and PBL conference, Armidale community of schools concert. (ACOS), School Excursions and a variety of programs targeted towards extending students abilities such as chess, debating, public speaking, robotics, Spanish and Maths Olympiad.

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 practise and expectations for students learning across the school. There has been a focus on improved teaching methods in literacy and numeracy, with professional learning activities focused 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 were 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 Grandparent's Day concert and Celebrations; NAIDOC week focus; Autumn Festival; Anzac Day: Annual Community Breakfast; and the Year 6 Farewell Dinner. In 2017 school leaders worked with the school and community to determine priorities for the next three years 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 our school 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/sef-evidence-guide>

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 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)	Funds Expended (Resources)	Progress achieved this year
All teachers have embedded visible learning practices (learning goals, success criteria and feedback) in all key learning areas.		PDP goals, professional learning and readings around feedback, student feedback and program supervision feedback indicate a continued growth of teachers in developing and utilising learning goals and success criteria for the different subject areas.
All students demonstrate success as competent and creative users of ICT as indicated in the school ICT scope and sequence.	School allocated funds to purchase iPads for all full time staff to develop skills.	All teachers participated in a review of the schools 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 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 2018 to embed ICT knowledge and skills into daily teaching and learning practice.
PBL is integrated across all school practices and 100% of staff have achieved Tier 2 pedagogical processes, confirmed by SET review reports.	Ongoing PBL training for leader and team, PBL team released time to continue to develop lessons and update signage.	PBL 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.

Next Steps

Continue the implementation of the Kindergarten to Year 6 Scope and Continuum for ICT across all key learning areas by providing the resources and professional learning for staff.

Analysis of NAPLAN data, review the teaching of writing (spelling and grammar) and make it a focus in 2018.

Monitor the continued implementation of PBL and update signage, lessons and training to ensure all staff are confidently using the framework in all school settings.

Continue to develop skills in using data including Plan to assist with implementing differentiated learning programs for all students.

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 online Dyslexia training, continued L3 training and maintained a focus on using Visible Learning Strategies in their classrooms.

Staff have worked collaboratively to update scope and sequences for Science and Technology Syllabuses and to plan, program, teach and assess these subjects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers demonstrate high-level competency at the proficient or above levels as outlined in the Australian Professional Standards for Teachers.	Casual relief and resources for professional learning	All staff demonstrate high-level competency at the proficient level of the Australian Professional Standards for Teachers. Staff received professional learning in L3 training (ES1 and S1); online Dyslexia training and the use of technology to enhance the teaching of literacy and numeracy. Stage team planning, programming and moderating sessions as well as Stage Team meetings and whole school
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.	Casual relief and professional learning resources	Teachers developed their own PDP's 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.

Next Steps

Continue to improve and embed collaborative practices in teaching and learning.

Participate in professional learning to achieve personal goals and improve standards and school priorities.

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 parent survey indicated that parents felt 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)	Funds Expended (Resources)	Progress achieved this year
<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>Funding for Welcome Barbeque and Community Breakfast – \$600</p> <p>Teacher Time for after school meetings and events.</p>	<p>Parents and community members have the opportunity to engage in a wide range of school related activities. We held our Welcome BBQ as our 'Meet the Teacher' information session, resulting in increased numbers of parents attending. Parent/carer/teacher meetings at the end of Term 1 were well attended. Teachers followed up any non-attenders with phone calls so that contact was made with almost 100 percent of families.</p> <p>Parents were able to be involved in the school at sporting events, school assemblies, NAIDOC assembly, Grandparents and Harmony Day, ACOS, Chess, Presentation Day and our annual Community Breakfast. Parent attendance at these events is high although numbers attending the Parents and Citizens meetings has continued to decline.</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>Professional Learning time.</p>	<p>All staff participated in professional learning to deepen their understanding of the School Excellence Framework, how it relates to their day-to-day work and what constitutes quality evidence of the elements of the framework.</p> <p>Teachers worked in small groups to determine the progress of the school and where it sits as per the School Excellence Framework.</p>

Next Steps

Develop stronger positive partnerships with families and the wider community.

Implement process for more formal collegial visits both within the school and other school settings.

Key Initiatives	Resources (annual)	Impact achieved this year
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 throughout the year.</p> <p>The school employed a Student learning Support Officer to support Early Stage 1 students, as well as other identified students requiring extra support in the classroom and playground.</p> <p>Year 5/6 Indigenous students were supported in attending the Stage 3 camp. The school participated in a transition to high school program</p>
English language proficiency		<p>A specialist teacher was employed 2 days a week to help meet the English language needs of students thus increasing their English proficiency and their engagement with learning. The EAL/D teacher coordinated interpreter support for teacher/parent meetings and supported classroom teachers with programming.</p>
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>
Quality Teaching, Successful Students (QTSS)		<p>Individual meetings with staff to discuss PDP progress and programs.</p>
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>
Support for beginning teachers		<p>One of the beginning teachers attended the Autism Conference and given extra RFF throughout the year to work on her accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	120	113	111	117
Girls	125	133	123	114

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	94.5	89.5	91.9
1	92.9	94.2	91.8	90.9
2	93.3	93.9	93.3	92.7
3	93.5	93.7	92.5	92
4	93.3	91.9	91.7	90.9
5	93.3	94.4	91.8	93.4
6	94.3	92.9	94.3	91.2
All Years	93.6	93.7	92.1	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Class teachers made direct contact (phone) with parents/carers of students that had unexplained absences and a letter went home. If they continued then it was referred to the Learning and Support team. Attendance issues were discussed each week at meetings. Principal followed up with HISLO if necessary.

Generally the phone call from staff and the letter to explain the absences prompted an improvement in attendance. Some students were referred to the HISLO with varying degrees of success.

At the kindergarten orientation there was an Aboriginal Liaison officer spoke to parents about the importance of

attendance for all students.

Parent information night, all teachers stressed the importance of attendance and the procedure to follow if their child was away.

All absences are recorded in school reports, and if necessary a statement regarding the impact of absences of the child's learning is included.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.14
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.5
Other Positions	0

*Full Time Equivalent

In 2017 there were no staff members at Sandon Public School who identified as Aboriginal or Torres Strait Islander.

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	0

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 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 continued to participate in Language, Learning and Literacy (L3) ongoing professional development provided by the L3 trainer based at Sandon Public School. Some staff participated in professional learning around spelling, coding, Autism conference, Personalised Learning, New Literacy and Numeracy Progressions (became a supplementary school as a trial) Teaching and Learning related to the English syllabus and iPad management course. One teacher continued Reading Recovery training in 2017.

All staff continued 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 the librarian.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	287,378
Global funds	273,602
Tied funds	359,216
School & community sources	41,280
Interest	5,204
Trust receipts	3,822
Canteen	0
Total Receipts	683,124
Payments	
Teaching & learning	
Key Learning Areas	34,288
Excursions	7,581
Extracurricular dissections	6,126
Library	1,502
Training & Development	3,635
Tied Funds Payments	250,845
Short Term Relief	60,262
Administration & Office	49,254
Canteen Payments	0
Utilities	35,168
Maintenance	9,232
Trust Payments	4,755
Capital Programs	8,700
Total Payments	471,347
Balance carried forward	499,155

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	514,637
Appropriation	501,652
Sale of Goods and Services	-421
Grants and Contributions	13,406
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-114,230
Recurrent Expenses	-114,230
Employee Related	-94,361
Operating Expenses	-19,868
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	400,407
Balance Carried Forward	400,407

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,703,636
Base Per Capita	37,601
Base Location	2,620
Other Base	1,663,415
Equity Total	337,471
Equity Aboriginal	81,013
Equity Socio economic	78,568
Equity Language	19,274
Equity Disability	158,615
Targeted Total	373,995
Other Total	74,501
Grand Total	2,489,603

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.

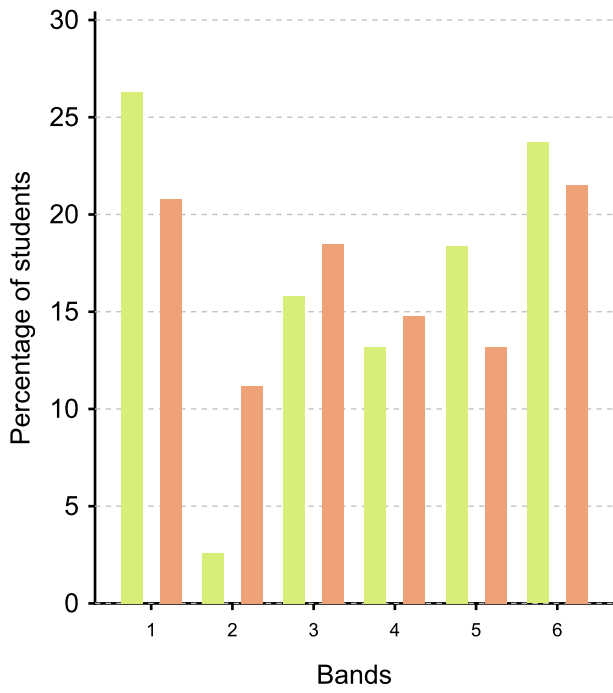
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

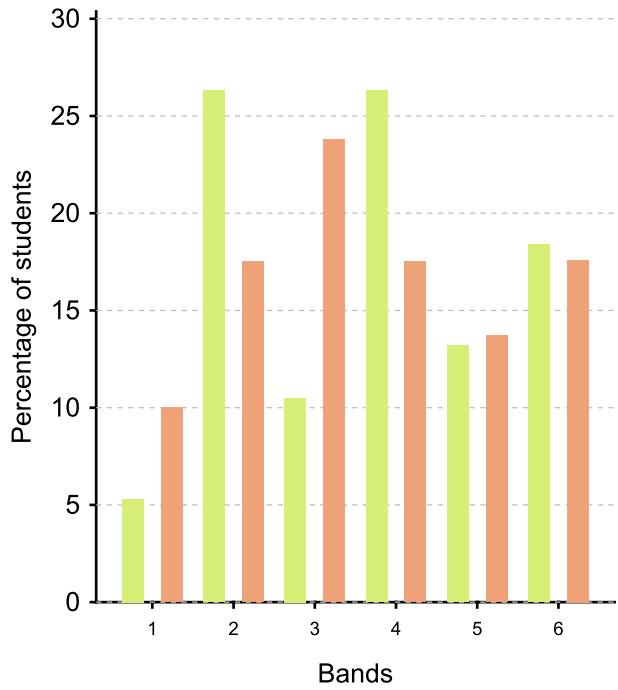
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	26.3	2.6	15.8	13.2	18.4	23.7
School avg 2015-2017	20.8	11.2	18.5	14.8	13.2	21.5

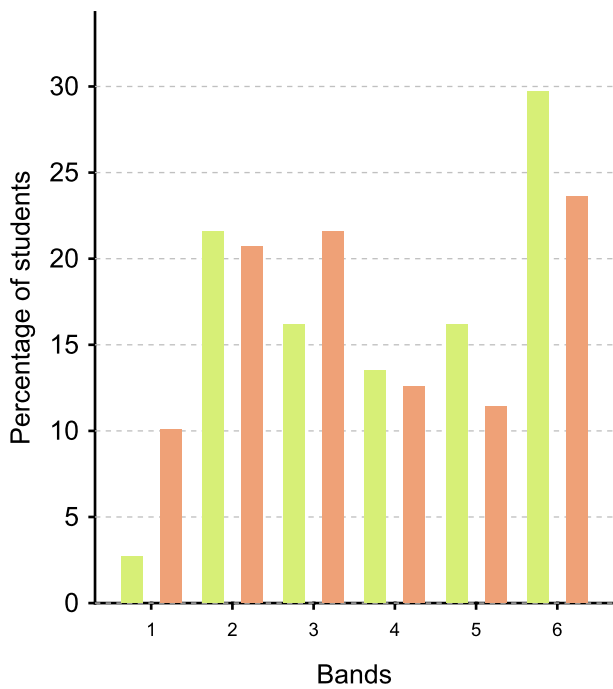
Band	1	2	3	4	5	6
Percentage of students	2.7	21.6	16.2	13.5	16.2	29.7
School avg 2015-2017	10.1	20.7	21.6	12.6	11.4	23.6

Percentage in bands:
Year 3 Spelling

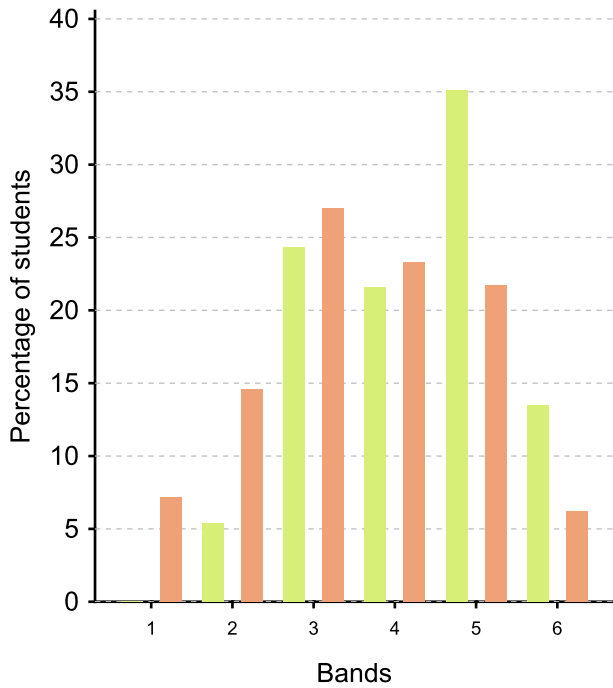


Band	1	2	3	4	5	6
Percentage of students	5.3	26.3	10.5	26.3	13.2	18.4
School avg 2015-2017	10.0	17.5	23.8	17.5	13.7	17.6

Percentage in bands:
Year 3 Reading



**Percentage in bands:
Year 3 Writing**

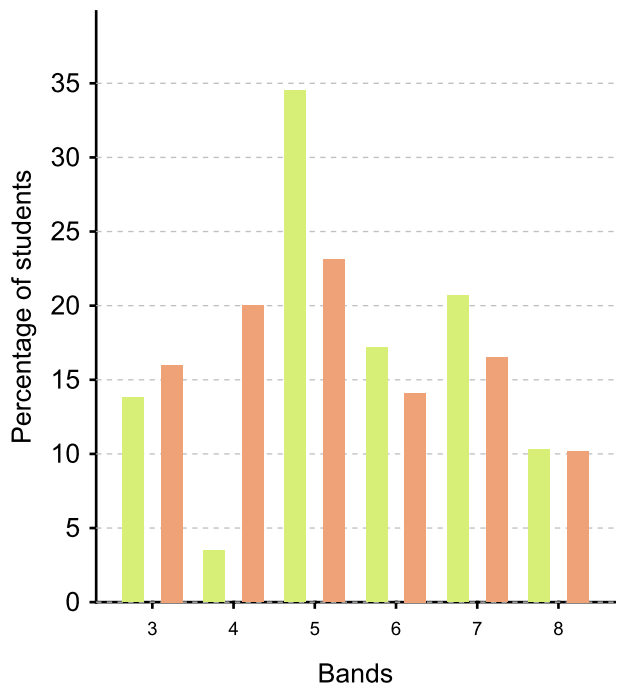


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	5.4	24.3	21.6	35.1	13.5
School avg 2015-2017	7.2	14.6	27.0	23.3	21.7	6.2

Band	3	4	5	6	7	8
Percentage of students	20.7	24.1	6.9	13.8	24.1	10.3
School avg 2015-2017	22.9	18.6	15.1	11.6	19.9	11.7

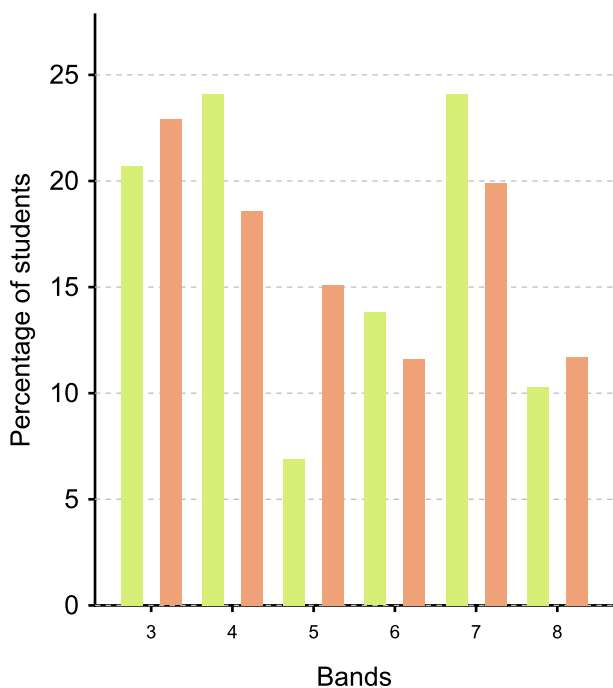
**Percentage in bands:
Year 5 Reading**



■ Percentage in Bands
■ School Average 2015-2017

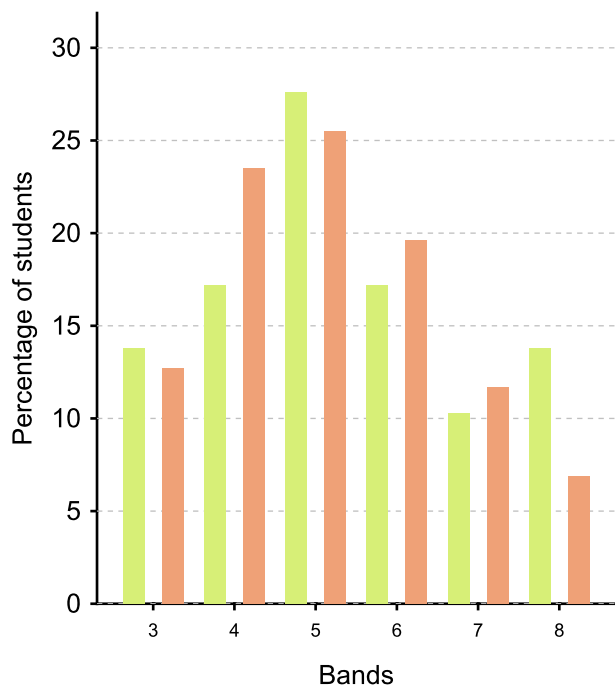
Band	3	4	5	6	7	8
Percentage of students	13.8	3.5	34.5	17.2	20.7	10.3
School avg 2015-2017	16.0	20.0	23.1	14.1	16.5	10.2

**Percentage in bands:
Year 5 Grammar & Punctuation**



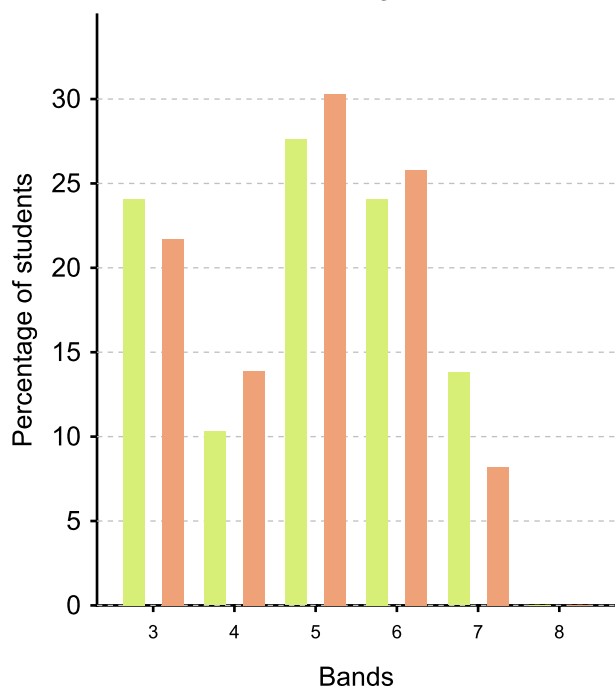
■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	13.8	17.2	27.6	17.2	10.3	13.8
School avg 2015-2017	12.7	23.5	25.5	19.6	11.7	6.9

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	24.1	10.3	27.6	24.1	13.8	0.0
School avg 2015-2017	21.7	13.9	30.3	25.8	8.2	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017 the school surveyed parents, staff and students and the 'Tell them from Me' teacher survey. These surveys gave parents, staff 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

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 2017 the years 3–6 Aboriginal students performed and the Armidale High School Aboriginal Dance group were invited to performed at our assembly.

In 2017 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. An SLSO was employed to support students in Early Stage 1 in the classroom.

The Aboriginal student who had remained at Sandon Public School from Year 3 and who participated in 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.

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.