

2020 Annual Report

Sandon Public School



5696

Introduction

The Annual Report for 2020 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.

School contact details

Sandon Public School

Erskine & Niagara Sts

Armidale, 2350

www.sandon-p.schools.nsw.edu.au

sandon-p.school@det.nsw.edu.au

6772 3349

School vision

Sandon Public School is a collaborative learning community committed to developing confident, successful learners and leaders.

Students are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

The Sandon Community demonstrates our S.H.I.N.E. values of Show Respect, Honesty, Including others, Never giving up and Engaging in learning.

School context

Sandon Public school has an outstanding reputation for inclusivity, student leadership and quality teaching and learning programs.

The school has a student population of approximately 250 students from diverse cultural, religious and socio-economic backgrounds.

Approximately twenty seven percent of students are of Aboriginal background. Fourteen percent of students have English as an additional language and ten percent of students have a diagnosed disability. Our teaching and learning and student wellbeing programs are designed to address this complexity.

NAPLAN growth data has been consistent.

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.

There is an active Parents and Citizen's Association.

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 school plan and annual report.

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Quality Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. As a collaborative learning community committed to developing confident, successful learners and leaders we will develop and maintain skilled, high performing teachers.

Improvement Measures

- At least two Teachers have Highly Accomplished Accreditation.
- All professional learning opportunities are differentiated and mapped to the Australian Professional Standards.
- All teachers are familiar with and implement assessment for, as and of learning to gather evidence and make judgements about student achievement. This will be evidenced through professional learning and supervision practices.

Progress towards achieving improvement measures

Process 1: Excellence in Pedagogy.

Quality Professional Learning on

- Project based learning
- Critical and Creative thinking
- Assessing Creativity, Critical reflection, Communication and Collaboration
- Growth Mindset.

Implement structures to support teachers to achieve Highly Accomplished and or Lead status using the *Australian Professional Standards for Teaching*.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Professional learning on Quality Teaching Rounds was provided to four staff across the year and a professional learning community was formed to drive Quality Teaching Rounds. These four staff implemented four sessions of Quality Teaching Rounds.</p> <p>The milestone for accreditation at higher levels was not achieved. It was an ambitious target, however two staff members have indicated they may seek higher accreditation in the coming years.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$33941.00) |

Strategic Direction 2

Quality Learning

Purpose

Quality learning builds the capabilities for every student so they are creative, innovative, and responsible global citizens who embrace opportunities and are motivated to reach their potential.

Improvement Measures

- Progress and achievement of equity groups within the school is equivalent to the progress and achievement for all students.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Progress towards achieving improvement measures

Process 1: Collaboration is embedded to implement and sustain some or all of:

- Learning Walks
- Instructional rounds
- Classroom Walk Throughs
- Lesson Study.

The NSW Quality Teaching Model is by teachers to improve teaching practice and hence student learning outcomes.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Analysis of this plan and planning for our new school plan has highlighted professional learning and support for staff around collaborative practice and data analysis need to be a focus moving forward.</p> <p>Quality Teaching Rounds have been identified as a pedagogical approach for teachers in the new school plan. We are continuing our partnership with the University Of Newcastle and the research project on Quality Teaching Rounds.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$6108.00) |

Process 2: Professional Learning is targeted to suit individual needs so every student, every teacher can improve every year.

The Literacy and Numeracy Learning Progressions are used by staff in order to know their students and plan for explicit differentiated teaching and learning.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Staff across Kinder to Year 2 became familiar with using aspects of the Progressions to inform teaching and learning.</p> <p>Moving forward we have identified that the use of the progressions by all staff could be supported by further professional learning and the support of the Instructional Leader position to be included in the new school plan.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4072.00) |

Strategic Direction 3

Wellbeing to Connect, Succeed, Thrive.

Purpose

Sandon Public School community values of Show Respect, Honesty, Include others, Never give up and Engaging in learning are the foundations for Wellbeing so our students can:

Connect: Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging.

Succeed: They will be respected, valued, encouraged, supported and empowered to succeed.

Thrive: Our students will grow and flourish, do well and prosper.

Improvement Measures

- Attendance rates are above state average.
- Increase the number of students who self report themselves as confident, resilient, have positive self-esteem and take risks with their learning.
-

Progress towards achieving improvement measures

Process 1: Positive, respectful relationships are evident and widespread among students and staff.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Whilst students were surveyed across the year we have sought a new system to gather data more regularly. Moving forward we will adopt the use of PULSE an online app that will gather weekly data for students in Years 3 - 6 on their wellbeing. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1500.00) |

Process 2: The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assist to help students fulfil their potential.

-

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Due to the changes in operating guidelines that were implemented as a result of COVID 19 organised formal opportunities to meet did not happen. We have investigated using an online app in 2021 for students in Years 3 - 6 to gather weekly data about wellbeing. Through this app students can alert staff each week if they need help. | |

Process 3: Professional learning on Growth Mindsets is provided to staff and implemented with students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Across the year growth mindset was embedded in staff professional learning activities. Moving forward more professional learning will be provided for targeted groups within the staff, eg School Learning Support Officers. | |

Process 4: Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

| Evaluation | Funds Expended (Resources) |
|--|-------------------------------------|
| The PDHPE teacher has completed this task using Smart Rubic. This app is | 4 release days for PDHPE teacher to |

Progress towards achieving improvement measures

ready for all staff to use next year to enter data with the aim to have completed data input into this system by the end of Term 1 2021.

The PAX Good Behaviour Game will be fully implemented next year, as a result we have removed many aspect of the previous PBL merit system after consultation with students and the P&C.

set up the system.

Funding Sources:

- Low level adjustment for disability (\$15234.00)

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$122 989.00) | <p>The SLSO worked mainly in Stage 2 and Stage 3 classrooms to support Aboriginal students. Aunty Leslie is a liaison for teachers to families to address concerns particularly around Attendance.</p> <p>Results of the survey of students in Term 1 indicated:</p> <ul style="list-style-type: none"> Do you think it is a good idea having Aunty Leslie working at our school? All respondents gave this question a five star rating out of five stars. Does having Aunty Leslie at our school make our school more understanding of Aboriginal people? The response to this question was an average of 4.5 stars out of five. Do you feel comfortable talking to Aunty Leslie about Aboriginal culture? The average response to this question was 4.25 stars out of a five star rating. |
| English language proficiency | Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$54 521.00) | <p>In 2020 we overspent our allocations for English Language proficiency and Refugee student support. Employing two teachers for three days per week for most of the year as well as an interpreter one day per week is not sustainable. This model provided intensive support for the students in small group withdrawal for three days. During this withdrawal the focus was on vocabulary and intensive reading.</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$164 624.00) | <p>To what extent did employing SLSOs support the learning needs of students in the classroom?</p> <p>Through analysis of data and evidence we were able to determine that support was provided in targeted classrooms to support the teacher to manage individual behaviour plans,</p> |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$3 125.00) Professional learning (\$6 600.00) | <p>Through examination of Wellbeing meeting minutes, Performance and Development Plans and other data sources we were able to determine that the provision of extra release time for the Assistant Principals was being used to support other staff. This support included observation and feedback, collaboration, team teaching, preparation of classroom resources, liaison with families and outside agencies.</p> |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$145 667.00) | <p>This question formed part of the analysis conducted when undertaking a Situational Analysis as part of the school planning processes for 2021 - 2024.</p> <p><i>To what extent did employing SLSOs support the learning needs of students in the classroom?</i></p> <p>Through analysis of evidence and data we were able to determine that SLSOs worked in classrooms to support teachers to provide</p> |

| | | |
|---|---|--|
| Socio-economic background | Funding Sources: • Socio-economic background (\$145 667.00) | small group instruction, support individual students with well being and positive behaviour plan implementation. |
| Targeted student support for refugees and new arrivals | Funding Sources: • Targeted support for refugees and new arrivals (\$96 724.00) | In 2020 we overspent our allocations for English Language proficiency and Refugee student support. Employing two teachers for three days per week for most of the year as well as an interpreter one day per week is not sustainable. This model provided intensive support for the students in small group withdrawal for the three days so we will need to look at how the support to students and teachers is provided using the funds allocated. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 117 | 126 | 134 | 142 |
| Girls | 114 | 121 | 117 | 117 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 91.9 | 87.8 | 87.3 | 86.6 |
| 1 | 90.9 | 91.8 | 86.6 | 89.2 |
| 2 | 92.7 | 90.3 | 92 | 84.1 |
| 3 | 92 | 92.2 | 91.1 | 87.6 |
| 4 | 90.9 | 92 | 94.2 | 88.5 |
| 5 | 93.4 | 85.2 | 93 | 89.5 |
| 6 | 91.2 | 88.7 | 88.5 | 90.6 |
| All Years | 91.9 | 90 | 90.4 | 88.1 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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) | 3 |
| Classroom Teacher(s) | 10.44 |
| Literacy and Numeracy Intervention | 0.53 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 4.62 |

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 261,886 |
| Revenue | 3,315,686 |
| Appropriation | 3,285,973 |
| Sale of Goods and Services | 543 |
| Grants and contributions | 28,278 |
| Investment income | 693 |
| Other revenue | 200 |
| Expenses | -3,029,850 |
| Employee related | -2,798,488 |
| Operating expenses | -231,362 |
| Surplus / deficit for the year | 285,837 |
| Closing Balance | 547,723 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 67,513 |
| Equity Total | 487,802 |
| Equity - Aboriginal | 122,989 |
| Equity - Socio-economic | 145,667 |
| Equity - Language | 54,521 |
| Equity - Disability | 164,624 |
| Base Total | 2,343,346 |
| Base - Per Capita | 63,262 |
| Base - Location | 1,910 |
| Base - Other | 2,278,174 |
| Other Total | 174,421 |
| Grand Total | 3,073,082 |

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Family- School Partnerships

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

The following strategies were implemented:

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

Feedback from families indicated these improvements were welcomed and catered for the majority of families.

Key facts extracted from surveys conducted by the school in 2020 indicated:

- 'My teacher knows me pretty well' received a 3.87 average rating out of 5.
- 'In class we learn a lot almost every lesson' received a 4.21 average rating out of 5.

Source: online survey for student's years 3 - 6 109 respondents, March 2020.

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.

The school is an active member of the local AECG. A partnership with a local Aboriginal artist was formed and the year 6 students worked with him on a commission to create murals around the school.

Anti-Racism Policy

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

In 2020 the school again received racist notes left around the school perimeter. We have been unable to identify the sender of these messages and have continued to promote positive stories about our students and families to counter such discrimination.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

The school celebrated Harmony Day in Term 1 to showcase the varying backgrounds students and families are from. The day included games and activities from countries around the world. A mural of student hands was created for display in the Library.

The school used funds provided to employ a Kurdish interpreter to assist communication between home, school, students and teachers of our Ezidi students.