School context statement

Sutherland North Public School is a vibrant learning community with 244 students. The school is set in grounds of nearly three hectares, with large grass playing fields and shaded areas with seats, gardens and trees. Recently refurbished, the school buildings are attractive and well maintained. There is a well-equipped library and resource centre, a connected classroom and a school hall. Classrooms are inviting learning spaces with a range of resources and equipment including: interactive whiteboards, computers, games, books, displays and hands on materials.

Sutherland North Public School prides itself on the friendly, family atmosphere that has developed within this supportive school community. The school ethos is based on the belief that children learn best through a partnership between home and school. Parents are involved in a broad range of activities and also assist with the implementation of classroom programs. The staff are experienced, dedicated and committed to providing quality educational programs with a full range of learning opportunities for students. While emphasis is based on achievement in literacy and numeracy, the school provides ample opportunities for students to develop knowledge, skills and values in the areas of: society and environment, science and technology, creative arts, personal development and health and physical education. Students at Sutherland North Public School also enjoy a range of extra-curricular activities such as inter school sport, dance program, band program, ukulele, choir and gymnastics.

Principal's message

It has been a privilege to be appointed as relieving principal to Sutherland North Public School for 2014. It has provided me with the opportunity to working alongside a dedicated and hardworking executive and teaching staff and a committed and supportive community. The school prides itself on providing a rich and engaging learning environment where students feel they belong, are cared for and are encouraged in every way to achieve their potential.

During 2014 there was a strong emphasis on change, both with syllabus expectations and within the structure of the Department of Education and Communities. To address the syllabus changes, teachers embarked on a rigorous series of professional learning sessions to ensure that the implementation of the new English, Mathematics and Science Syllabus would be successful. Teachers attended sessions as a whole school staff in order to develop a common understanding of requirements and a common language, to make the transition for students and teachers achievable and successful. In all classrooms, I have observed teachers and support staff who are committed to the provision of differentiated curriculum programs to cater for individual student capabilities. This on-going support is also offered in specialist programs such as English as an Additional Language/ Dialect (EAL/D) and Learning and Support (LaST). We are constantly evaluating teaching and learning programs ensuring that all students at Sutherland North Public School will be provided with the highest quality 21st century education, enabling them to build strong foundations for future success.
Our student welfare programs have continued to become more strongly embedded in school culture with a focus of ‘Care for ourselves, Care for each other, Care for our school’. Our SRC team continues to build strong leadership skills and our values awards program is now consolidated in school practice.

The role of a supportive school community is vital in enhancing the quality of programs offered for all students. I would like to thank our hard working school community who support the students and staff in a wide variety of ways through their participation in school programs and activities, through the school’s P&C, by fund raising, volunteering in the canteen, uniform shop and in various reading, dance and sporting programs.

Pam Walmsley
Relieving Principal

P&C message

A big thank you to the parents, teachers and community for helping to make 2014 one of the best fundraising years for the P&C. Through the many fundraising initiatives including the SNPS Fete Day that were managed and coordinated by Deanna Croker and Emma Hall, the P&C has raised over $22,000. It has been an amazing effort by all involved.

At the beginning of the year, we decided as a community group to set aside as much of the raised funds as possible to help support the school in purchasing new banks of notebooks and tablets. Due to compatibility issues with the implementation of this new computer equipment, which will be resolved by the DEC next year, the school will not be making the relevant purchases until such time that the notebooks and tablets can be correctly incorporated into the school infrastructure. Therefore the P&C unanimously decided to set aside the funds required, as and when the school is ready to make the purchase. We also had enough funds to pay for the new basketball jerseys, playground markings, new oven for the canteen, portable marquees in house colours, and DanceSport. We are already looking for new ideas for 2015, so please come along to our P&C meetings and have your say.

P&C meetings are held on the 3rd Wednesday of every month in the library (excluding school holidays), and start at 7:30pm. New faces and new ideas are always welcome. We look forward to seeing you all again next year.

Brandon Lewis
P&C President

Student representatives’ message

This year we had the honour of being Sutherland North Public School’s school captains for 2014. During our time as captains we learnt many new skills such as leadership and teamwork. One of our duties was to run assemblies. This was definitely one of our favourite jobs and through this we were taught how to be more organised and confident speakers.
2014 was a successful year as we (along with the SRC) have raised money for the school and other organisations. We raised funds for Stewart House by selling bouncy balls for $3; we were able to donate $925! Thanks Mr Fleming for your contribution towards this event. The money we raised went towards helping less fortunate children. The SRC also contributed a significant donation to the Sydney Children’s hospital.

The P&C raised money from the very popular school disco. Thank you to all the parents who volunteered to help out on this occasion and made this a success. All together we raised $420! Some of this money went towards a sport fun day run by Sports in Schools Australia.

This year our school had our very first fete! This was probably one of the biggest highlights of the year and was enjoyed by all students and community members who attended. Thank you to all the families who donated and helped out on this occasion. It was very much appreciated. The school profited thousands of dollars!

This year stage 3 (year 5&6) attended an overnight camp in Canberra! We visited Parliament House, Questacon, the War Memorial, Old Parliament House and the NSW Electoral Office. This was very educational and a great learning experience for all children who attended. Thank you to Mrs Soames for organising this event. It will certainly be remembered by all.

We had planned to hold a family Christmas carols night as a lovely closing to the year. Unfortunately it rained but we were still able to have a Christmas assembly. All stages participated in learning a Christmas carol and it was a great way of ending a successful year at Sutherland North. We also supported children in our local community by donating presents for the less fortunate through our Christmas gift giving tree.

We have many great memories from our time at Sutherland North and would like to wish everyone the best of luck for next year and beyond.

Hannah Higgins and Luca Santilli
School Captains 2014
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
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<tr>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Class rolls are marked daily and monitored regularly for patterns of student partial absences or non-attendance. An absentee note is sent to parents after an unexplained absence. The Learning Support Team (LST) monitors the attendance of students. If a concern is raised the team works with the student, parents and the teacher to improve attendance. The support of the Home School Liaison Officer is sought when required.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Part-time Teacher</td>
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<tr>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>General Assistant</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Sutherland North Public School has one teacher who has Aboriginal heritage.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
</table>

Professional learning and teacher accreditation

All teaching and administrative staff participated in professional learning activities based around individual teacher, school and system needs and priorities. The school receives funds from the DEC to provide teacher release from class and to pay for course fees. The 2014 staff professional learning program comprised team meetings, school development days, external workshops, professional learning meetings and conferences. A total of $10634 was invested in professional learning in 2014 funded through DEC allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on literacy, numeracy, science, cardio-pulmonary resuscitation (CPR), anaphylaxis awareness, child protection, emergency care and leadership. Staff were also involved in professional learning in the DEC initiative Every School, Every Student – adjustments and modifications for students within the classroom and Non-violent Crisis Intervention training. Significant professional learning occurred in relation to the implementation of the Mathematics and Science K-10 syllabus. A joint professional learning day was held in collaboration with the Southern Sydney Governance Group.

The support staff attended training courses and network meetings for EAL/D, Learning and Support, teacher librarian and computer coordinator as well as school counsellor conferences, training courses and network meetings. Executive staff attended Primary Executive Network conferences as well as training in Strategic Financial Management.

As part of the Institute of Teachers requirements, in order to maintain professional competence, new scheme teachers are required to undertake 100 hours of professional learning over a five year period. Our new scheme teachers, maintaining professional competence, engaged in professional learning activities outlined above, to assist them to meet this criterion.

All teachers were given opportunities to reflect on their professional learning experiences in 2014 during the annual Teacher Assessment Review Schedule (TARS) and Executive Assessment Review Schedule (EARS) process where they could re-evaluate, identify and plan work towards their individual and school goals.

Beginning Teachers

Beginning teachers are provided with extra support and funding to develop their skills and expertise on best practice. These resources have been utilised to provide 1:1 mentoring, development of programs, support with student assessments and grouping, data collection and internal and external training and development courses. All beginning teachers link their professional development plans to align with school directives. Documentation is used to insure they complete and meet the DEC requirements and the

<table>
<thead>
<tr>
<th>Funds were expended in the following areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Implementation</td>
<td>$6550</td>
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<tr>
<td>Career Development</td>
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<tr>
<td>Welfare and Equity</td>
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<tr>
<td>Australian Curriculum Implementation</td>
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</table>
Australian Institute of Teachers Capability Framework. Teachers must gain accreditation and move through the levels of competency.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au
and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Achievements

Arts

During 2014, the school provided students with a range of opportunities in the arts. Students participated in the following Creative and Performing Arts ensembles and initiatives:

- Junior and senior choirs
- Junior and senior dance groups
- State dance ensembles
- Create South
- School band
- Ukulele group
- Year 5 DanceSport
- Artist in Residence-Ken Tucker

The Year 2 and primary choir participated in the Sutherland Schools’ Music Festival at the Sutherland Entertainment Centre. The junior and senior dance groups also performed in the Music Festival. Year 5 students participated in the Sydney Region DanceSport Challenge at Homebush Sports Centre. Daniella, Zack, Trinity, Kaya, Hannah, Jesse, Emily and Kyle were chosen to represent our school as finalists. Our school was successful in having Trinity and Kaya placed 4th in the finals. Lily M was selected for the State Dance Ensemble and performed in the State Dance Festival and Schools Spectacular. The school band continued to develop in 2014 and gave impressive performances at various school functions including Grandparents Day and Presentation Day. Our ukulele group performed in our school assembly and Christmas Family Picnic. It continued to be very popular with the students in 2014.
Create South is a wonderful initiative which showcases the many creative and talented students in Sutherland Shire Schools. Kyle M, Lily M, Isabelle B and Cody F auditioned and were successful in gaining a position as cast members of Create South’s production *Link*. Lily M, Isabelle B and Cody F featured as dancers and Kyle M gained a lead acting role. Noah L and Danielle B were members of the orchestra and Elizabeth J worked on set design for the performance.

In Visual Arts, the students from Year 1 to Year 6 were fortunate to have the expertise of Ken Tucker, our Artist in Residence, to further develop their art skills. Each class produced amazing art works supporting Literacy and HSIE. Ken also guided Year 6 in designing and painting a mural in our school hall.

**Sport**

Students at Sutherland North Public School have been involved in a range of Personal Development, Health and Physical Education programs aimed at positive student welfare, developing skills and promoting a healthy lifestyle.

We had lots of fun and support at the swimming and athletics carnivals. Congratulations to all students for their participation and excellent behaviour throughout.

Our athletes performed well at the Sutherland Zone Swimming, Athletics and Cross country Carnivals. Congratulations to Hannah Higgins on breaking the Sutherland North 12 year girls 50m freestyle, breaststroke and individual medley records. Hannah went on to become the joint Sutherland Zone 12-years’ girl swimming champion and progressed to represent the state in both swimming and basketball. She also capped off a fantastic year of sport by representing the Zone and Region in netball, athletics and cross country.

Congratulations goes to Kosta Milionis who broke the school record for the 8 years 100m sprint in athletics. Kosta also showed great endurance by qualifying for the Zone and Region in the junior boys cross country. Joshua Keating was successful in the high jump and represented the Zone and Region at Homebush stadium.

In the winter PSSA competition we entered two senior and two junior netball teams and a senior and junior soccer team. All teams were competitive throughout the tournaments, with the Senior A Netball team progressing through to the finals day, which was unfortunately rained out. In the summer PSSA competitions our school competed in touch football, cricket, tee-ball, softball and basketball. We were promoted to division one this year for many sports and found the competition challenging. The children involved during the competition showed tremendous team spirit and never gave up. Well done to all our students for their hard work and thank you to Mrs Soames, Mr Menagazzo, Mrs Dargaville and Mrs Coates for coaching the teams. Coaching a team involves giving up lunchtimes for training, arriving at school early to organise equipment and the collection of money. Without their dedication and involvement PSSA, sport would not be possible.

Congratulations to other children who represented the Sutherland Zone for their respective sports. Joshua M and Jamaine M. were both selected in the Sutherland and Engadine
combined PSSA Rugby League team, with Jamaine going on to represent Sydney East in the Regional Rugby League carnival.

School sport has continued to give students the opportunity to learn and develop new skills. Students 3–6 not participating in PSSA sport were given the opportunity to participate in AFL and gymnastics programs, aimed to develop their fundamental movement skills. During these sessions, students have experienced a wide variety of equipment and have developed their balance, coordination and strategic skills. In addition instructors from Loftus TAFE and Sport in Schools Australia ran a multi skills program allowing children to develop athletic skills, while experimenting with a wide variety of ball sports.

The K–2 Friday morning sports program has continued with activities designed to develop skills and encourage a positive attitude towards participation, teamwork and fair play. Thank you to Mrs Kinred, Mrs Dugan, Miss Janes, Mrs Greaves, Mrs Buckle, Mrs O’Hare, Mrs Dargaville and our parent volunteers for organising and assisting with activities.

Public Speaking

Public speaking is an integral part of our English program with every student involved in speaking and listening activities on a daily basis. This focus requires every student from Kinder to Year 6 to deliver prepared and impromptu speeches regularly within their class. After holding our class, stage and school competitions, our three stage finalists progressed to the Northern Zone Public Speaking Finals, where Audrey was awarded a Highly Commended placing and Noah was awarded second place. Noah performed admirably at the District Finals where he was awarded first place. He then continued on to compete at the regional Grand Final. These achievements reflect the excellent and effective public speaking programs conducted within the school as the students become more confident public speakers.

2014 International Competitions and Assessment for Schools (ICAS)

Forty students participated in the 2014 International Competitions and Assessment for Schools (ICAS) Mathematics competition this year. Congratulations to Alwin who achieved a Distinction, Natsuki, Blake, Jayden, Joshua, Oliver, Alessandro, Kyle, Joshua, Tom and Noah who were awarded a Credit and Daniella for being awarded a Merit in the competition. Thirty-six students participated in the ICAS English competition. Congratulations to Noah, Alwin and Jai who achieved a Distinction, Natsuki, Abbey, Grace, Alessandro, Jack, Natasha, Tayla, Claudia, Emily, Kaya, Ruth, Tom, Joshua and Hannah who were awarded a Credit and Jayden and Olivia who were awarded a Merit. Thirty-three students participated in the (ICAS) Science competition. Well done to Alessandro, Daniella, Noah, Kyle and Alwin who achieved a Distinction, Leo, Grace, Abbey, Oliver, Tom, Emily, Kaya and Isabelle who were awarded a Credit and Olivia who was awarded a Merit.

Significant programs and initiatives – policy

Aboriginal education

Aboriginal Education is a vital component of teaching and learning programs at SNPS. The school works in partnership with families to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. Personalised Learning Plans are developed and evaluated by teachers for all Aboriginal students in liaison with Aboriginal families.
All students learnt about Aboriginal histories, cultures, perspectives and current Aboriginal Australia through:
- Units such as Local Places where students participated in discussions on the connections between Aboriginal people and the land.
- Celebration of the contributions of Indigenous Australians during Reconciliation and NAIDOC weeks.
- Participation in the Indigenous Literacy Foundation’s Great Book Swap to support improved literacy in remote Indigenous communities.

The attendance rate for Aboriginal students was 98.7% for semester 1 and 97.3% for semester 2.

All students at school assemblies sing the Australian National Anthem in the Dharawal language. Our school prefects lead the Acknowledgement of Country.

**Multicultural education and anti-racism**

Throughout the year Sutherland North Public School has actively promoted multicultural education through teaching and extracurricular activities by giving children the opportunity to participate in the following initiatives:

Human Society and its Environment (HSIE) programs incorporated a multicultural perspective across the school and aimed to promote an awareness and appreciation of the cultural and linguistic diversity within Australia. For example, Year 3 investigated the houses, school life and features of Japanese cities and countryside. A parent demonstrated how to make Sushi and the class also learnt various Japanese phrases and painted their names in Japanese writing.

Students and their supervising teachers from Chou City in Tokyo visited Year 3 as part of the class’ HSIE unit on Japan. Chuo City is Sutherland Shire’s Japanese sister city. The Year 3 students gave individual students a tour of the school and then engaged in origami activities in the classroom.

Other students from our school undertook an educational tour of our national capital. They were given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy.

In visual arts, students explored various art forms from different cultures. 5/6W painted horses to celebrate the Year of the Horse 2014. A Chinese technique was used to paint the horses. These horses were painted using the least number of brush strokes.

As part of their English program 4/5M read a range of novels that explored the links between Australia and its British heritage.

Harmony Day was celebrated in March. Students were asked to show their support by wearing the traditional Harmony Day colour of orange. Activities were held in each classroom to further the students’ understandings of the theme, ‘Together We Can’. The students were encouraged to think about how all Australians from diverse backgrounds belong equally to this nation and how it has been enriched.
**Significant programs and initiatives –equity funding**

**Aboriginal background**

Our school’s enrolment includes Aboriginal students. Strategies to improve student learning are implemented in alignment with the Aboriginal and Torres Strait Islander Education Action Plan. An Individual Learning Plan was developed with students, teachers and parents targeting areas of interest as well as areas for improvement. The targets were reviewed at regular intervals or whenever required and each student’s progress was monitored and tracked. Additional support has been provided to students where needed, to assist in the improvement of literacy and numeracy skills.

**Socio-economic background**

Funds received based on socio-economic background were utilised on specialist learning programs. Activities were developed in literacy and numeracy to support students in each stage throughout the year. In Term 4 there were focused programs in literacy in Kindergarten and numeracy in Year 2. These programs aimed to reinforce critical literacy and numeracy capabilities of targeted students. A School Learning Support Officer was employed 3 days a week to implement these programs. The progress of students on these programs was monitored by the Learning and Support Teacher and the Coordinator of the Learning and Support Team. The implemented programs have improved the targeted students’ learning outcomes and increased the effectiveness of classroom teaching and learning programs.

**English language proficiency**

The English as an Additional Language / Dialect (EAL/D) program has continued to provide support and individualised learning programs to students who speak a language other than English at home. In 2014, fifty-nine students (24%) came from a language background other than English (LBOTE). This community was comprised of families who have lived here for two or three generations, as well as more recently arrived families. Twenty-seven different language groups were represented. The main language groups were Indonesian and Tagalog. An EAL/D teacher worked for the equivalent of two days per week to cater for the needs of these students. This support included individual programs in reading, writing, speaking and listening, as well as in class support in numeracy. The program will continue in 2015, two days per week.

**Learning and Support**

The Learning and Support Program had an allocation of three days per week during 2014. The Learning and Support Teacher (LAST) can provide support for students with additional needs including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities. Students were identified and support was planned in consultation with the Learning and Support Team, the LaST, care givers and the classroom teacher. Support was delivered in a variety of ways including small groups or individually, supporting students in the classroom setting, assisting in making adjustments and accommodations to classroom programs and supporting students on the playground.

The Learning and Support team consists of the school executive, counsellor and LaST. The team works collaboratively with staff, parents and outside agencies to provide the best support for our students. The team meets weekly to identify, discuss, monitor and track the needs of individual students. Identified students may be assessed by the counsellor or support teacher and relevant support strategies are put in place for each child. Parents are kept informed of their progress through review meetings.
As part of the Every Student, Every School Strategy, SNPS was supported in reviewing its Learning and Support Team Policy, processes and referral system. The new system is more comprehensive and efficient providing support for teachers and more in depth information to the team. Through this initiative the staff was also involved in training in The Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005 and making adjustments/modifications to accommodate the needs of individual students. The school took part in the pilot program of National Consistent Collection of Data on School Students with Disability which counts the number of students who are supported under these obligations.

**Other significant programs and initiatives**

**Computer Education**

Teachers continue to plan and implement engaging Information and Communication Technology (ICT) lessons. This year all classrooms are equipped with an interactive whiteboard, as well as the library and staffroom. Student centred ICT tasks being implemented involve a diverse range of technology skills in the context of learning programs and new 21st century learning is being embraced in all learning areas. Technology is now an underpinning tool for the art of teaching. We are harnessing new technology to support our teaching and learning.

In Term 3 2014, Sutherland North undertook the next step in our technology journey and purchased an initial bank of 15 notebooks to be used as learning tools within the classroom. The notebooks are a step towards 21st century learning which embraces a range of learning modes. Collaborative, individualised, project-based, games-based and self-paced are just some of the styles of learning encouraged by effective ICT implementation. Our notebooks have been integrated successfully into reading groups, research tasks, reading and writing tasks, mathematics and learning projects within the school.

In the future we hope to build on these learning assets, moving towards greater access to devices in Stage 3 and wider use and access to all stages. This year saw our continued use of a social networking tool, BlogEd, as part of several learning projects in Stage 3. Using this communication and sharing tool enabled our participating students to share their work in a secure learning space.

This year also saw our teachers begin to use online learning tools in a professional capacity. Adobe Connect was used to facilitate collaborative learning in relation to establishing knowledge and teaching ideas for implementation in 2014 for the New Australian Maths Curriculum.

The school’s upgrade to the wireless school network has been invaluable in providing wireless access to the internet, enabling the regular use of our bank of notebooks. Hardware (notebooks, compatible tools for use with interactive whiteboards) and software continues to be purchased and installed to engage students in learning and improve their learning outcomes. We are most appreciative of the efforts of the P&C Fundraising Committee in raising the funds to support our technology programs.

To maintain access to functioning and up to date technology within the classroom for teachers and students at Sutherland North, a dedicated time of two hours per week is allocated to the Computer Coordinator role. The school website is regularly updated with content covering school events and
achievements. The website now contains up to date media, such as digital photos, as well as important information for parents.

**Library**

Our students are encouraged to read regularly and we provide all genres of texts to cater for all needs and interests. Students attend the Library for lessons and borrowing each week and at lunch break.

The Premier’s Reading Challenge continued to be strongly supported with a total of 125 students from Kindergarten to Year 6 successfully completing the challenge. These students attended a party to celebrate their achievement and received a certificate at the end of the year.

Book Week was celebrated with a Sutherland Shire Council Librarians visit. The students participated in interactive presentations based on the Children’s Book Council of Australia Shortlist books and Awards for 2014.

During Literacy and Numeracy Week the students participated in the Great Book Swap raising money for the Indigenous Literacy Foundation.

During the school’s Open Day and on Grandparent’s Day the parents, grandparents, carers and friends were invited to Book Fairs to promote the importance of reading. They were both well attended and everyone enjoyed themselves.

**Student Welfare**

Student welfare continues to be a priority at our school, with school programs focusing on encouraging and empowering students to be proactive, positive role models who are supportive of their peers and other members of the student community.

Students have participated in a Positive Bystander Behaviour program, which encourages proactive bystander behaviour. The program focuses on strategies that students can employ when witnessing inappropriate behaviour by their peers. Students are implementing these strategies in their interactions with others in the playground context.

**Theragames** is a social skills development program successfully introduced at Sutherland North in 2013 which has continued into 2014. Students from Years 2 – Year 6 participate in the program. The Learning Assistance and Support Teacher (LaST) organised and taught the games each week to four groups of targeted students. Each group comprised students from the same grade and took place over a five-week period. The games provided a fun way for students to build rapport with their peers and explored various coping skills in a safe and supportive environment.
The *Gotcha* Positive Incentive Program has been implemented across the school to encourage positive behaviour in the classroom and playground. Students doing the right thing in any situation are rewarded with a small token on which is recorded their name, class and the positive behaviour they exhibited. Students are rewarded with a special playground activity, a canteen voucher or a prize from the treasure tub. Students have responded in an enthusiastic manner to this initiative and it has resulted in a noticeable improvement in class and playground behaviour. Teachers have been supportive of the program and given very positive feedback.

**Be Excited About Reading**

Since 2012 Sutherland North Public School has implemented a highly successful program called Be Excited About Reading (BEAR Program). The BEAR program involves volunteers from the community working with selected year 1 students in half hour sessions two or three times per week. The aim is to increase students’ reading accuracy and sight word recognition within a 10 week time frame. The program was extremely successful, with significant improvement in the targeted students’ reading. At the conclusion of the program all students increased their reading skills by four to eight reading levels. The BEAR program supplemented classroom programs and accelerated the students’ oral reading skills. It will be an ongoing program and will be implemented again in 2015.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student, staff and parent surveys
- Planning Literacy And Numeracy (PLAN) data
- NAPLAN data analysis

**School planning 2012-2014:**

**School priority 1 – Literacy and Numeracy**

**Outcomes from 2012–2014**

Quality teaching and learning programs in literacy and numeracy resulting in increased overall achievement for every student in line with state and regional targets.

**Targets include:**

Students in Years 3 and 5 have growth or better than expected growth in NAPLAN literacy and numeracy.

Students K-6 demonstrating improved skills in spelling, reading comprehension, problem solving and working mathematically.

**Evidence of achievement of outcomes in 2014:**

**Literacy**

- Emphasis on Objective B (Grammar & Punctuation), including the establishment of weekly explicit lesson focuses on modes and skills, scopes developed for each term to ensure all content is covered K-6
• Scope and sequence to align with the NSW Syllabus for the Australian Curriculum in Grammar and Punctuation
• The embedding of The Six Comprehension Strategies in teaching programs in years 3-6
• Extension of PLAN data entry to include all students K-2
• The proportion of Year 3 students in Bands 5 & 6 in NAPLAN reading increased from 53.2% in 2012 to 57.4% in 2014
• The proportion of Year 5 students in Bands 5 & 6 in NAPLAN reading increased from 40% in 2012 to 41.3% in 2014

Numeracy

• Staff professional learning resulting in a deeper understanding and knowledge of the NSW Mathematics Syllabus for the Australian Curriculum
• Introduction of Teaching Early Numeracy Strategies and the purchasing of new mathematic resources
• Extension of PLAN data entry to include all students K-2
• The proportion of Year 3 students in Bands 5 & 6 in NAPLAN numeracy increased from 43% in 2012 to 69.7% in 2014
• The proportion of Year 5 students in Bands 5 & 6 in NAPLAN numeracy increased from 27% in 2012 to 41% in 2014

School priority 2 – Curriculum & Assessment

Outcomes for 2012-2014

Innovative practices for 21st century learners and learning through the integration of technology in teaching and learning practices using the Quality Teaching Framework for planning and programming.

Targets include:

To increase the proportion of teachers who are confident in implementing the Quality Teaching Framework in Information & Communication Technology in the classroom.

Evidence of achievement of outcomes in 2014:

• Increase in PLAN data entry to track and assess student progress.
• The technology infrastructure was equipped with interactive white boards, notebooks purchased, wireless network system installed throughout the school and hovercams purchased for class lessons. Subsequently all classes are using more effective communication technology through greater access to these developments and planning and programming learning experiences for 21st century learners.
• The professional learning and sharing of knowledge in the integration of technology in teaching and learning was facilitated in the learning areas of English, Mathematics & Science by confident and capable staff.

School priority 3 – Leadership & Management

Outcomes for 2012-2014

Increase school leadership capacity to lead evidence based and strategic planning for team building, school management and school improvement.

Targets include:

• To increase the percentage of executive and aspiring executive who have undertaken targeted professional development in leadership.
• To increase the percentage of teachers who have opportunities to develop leadership capacity beyond their own classroom.

Evidence of achievement of outcomes in 2014:

• All teachers have a professional learning plan which is linked to whole school priorities.
• Increase in the number of staff who referenced the professional teaching standards and elements in their Professional Learning Plan.
• Aspiring executive were provided with opportunities to relieve in executive roles, took on leadership responsibilities and whole school projects in Mathematics and Science at the SS Governance Group for School Development Days in Term 2 and Term 4.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• All staff feel the school has a strong commitment to the students and is tolerant and accepting of all students
• 99% of students consider that SNPS staff set high standards of achievement and encourages all students to be a continuing learner, 96% of parents agree with this statement
• 96% of parents, 87% of staff and 84% of students feel that the students are well behaved and respectful
• 97% of students say they wear their school uniform with pride, 92% of parents agree and 93% of staff feel that the school promotes its uniform policy
• All staff believe they maintain a focus on Literacy and numeracy programs. 96% of parents believe there is maintenance of Literacy and Numeracy as a focus. 86% of students agree and 92% of students feel that SNPS students get good results
• There was an overall agreement by parents, staff and students in that the newsletter keeps the community informed about coming events and achievements
• 99% of students and all staff feel the school office is friendly and helpful
• 91% of students think they have good access to computers at school. 80% of parents agree there is regular student access to computers and technology programs
• 100% of parents, 95% of students and 93% of staff consider SNPS buildings and grounds are well maintained with access to up to date resources and equipment
• 90% of students and 92% of parents feel that the students are listened to and treated fairly by staff
• 28% of parents have concerns with the school merit system and how it motivates students
• Over 92% of parents consider the students are the school’s main concern.

Program Evaluation

Extra-Curricular Activities

Background

Sutherland North Public School provides a range of extra-curricular activities for students. An online survey was designed to gather opinions from the school community about the options for additional activities that the school provides. The activities surveyed included school band, school choir, excursions, P.S.S.A. sports,
environment club, senior and junior dance groups, Sutherland Shire Schools Music Festival, Writers’ Festival, Learn to Swim, gymnastics and yoga.

Findings and Conclusions
All students at SNPS participate in extra-curricular activities. Ninety percent of students believe that extra-curricular activities such as excursions help them have a great understanding about what they are learning. All students believe that experiences such as this provide fun opportunities and a good way to learn. Over 90% of parents and all staff agreed these programs were valuable to their child’s education. Essential and desirable extra-curricular activities and programs viewed by parents and staff were P.S.S.A. sports, Learn to Swim, school sporting carnivals and camps, school band and the SSSMF. Parents and staff see major consideration to be the cost of activities and then the correlation to specific curriculum areas. The success of these events is measured by parents in the enjoyment and experience of their child during such activities with staff not only valuing student enjoyment but their engagement in the activity. Eighty three percent of parents support these activities taking place during learning time. Staff also highly value extra-curricular activities which include gymnastics, school camp and environment club. Over sixty percent of these activities take out of class learning time. Ninety three percent of staff feel that students’ extra-curricular learning need are being met by the school.

Future Directions
A small number of parents and staff indicated that they would like a language to be taught out of school hours. Students overwhelmingly would like additional sporting activities after school. As a whole, the school community supports the current choices of extra-curricular activities.

Writing

Background
The survey was designed to gather opinions from the school community towards writing. NAPLAN results indicated areas of need in 2014. A variety of students, staff members and parents participated in the online survey.

Findings and Conclusions
Ninety two percent of students believe they have been taught to carefully plan writing whilst eighty percent of the parent community feels that their children carefully plan their writing. All staff of Sutherland North Public School help their students plan writing activities by differentiating learning programs and by using a variety of resources and teaching strategies. Eighty seven percent of students feel they have improved their written sentences and seventy seven percent also believe that their use of vocabulary has improved. The majority of students have improved in spelling and eighty six percent of students feel more competent with their editing skills. Many students believe that they know about the different types and purposes of writing. Eighty percent of students feel they have improved in punctuation and eighty three percent of students think the way they have been taught has improved their overall writing skills. Ninety percent of parents this year feel they have seen improvement in their children’s written sentences. Thirty percent of parents strongly agree that their child has improved their ability and an overall eighty seven percent agree with this statement. The entire staff has identified an improvement in student spelling, sentence structure, vocabulary and punctuation over the 2014 year.

Future Directions
Respondents in this survey showed agreement in the achievements of the students in writing. In all accounts over eighty percent of students, parents and staff felt that improvements in individual students
were achieved in the areas of writing plans, editing, punctuation and vocabulary. Suggestions for improvement of writing aspects in the future included further professional learning in grammar and spelling with the new syllabus. Staff felt this would benefit their teaching and learning programs.

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Pam Walmsley –Principal (Relieving)
Pamela Buckle – Assistant Principal
Belinda Janes – Assistant Principal
Janeen Dargaville – Assistant Principal
Karen Kinred - Teacher
Kath Dugan - Teacher
Peta Moseley – Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: