

Pretty Beach Public School

Annual Report



2016



Pretty Beach
PUBLIC SCHOOL
Quality education, unique environment.

2902

Introduction

The Annual Report for 2016 is provided to the community of Pretty Beach PS 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.

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Principal

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School background

School vision statement

At Pretty Beach Public School, we strive for excellence as respectful citizens. We are responsible, caring members of our school community and work towards becoming lifelong learners.

School context

Pretty Beach Public School was established in 1927 and refurbished in 2009. It has a current student population of 177 students with 10% of the students who have English as an additional language. Our school is set on the Brisbane Water Peninsula and is unique for its size, location and sense of community. The school is part of a keenly interested and supportive community and enjoys a reputation for strong student welfare, a community supported creative arts program and delivers a proactive environmental focus that is incorporated into the whole school. The teaching team consists of a mix of experienced staff, early career teachers and an Aboriginal teacher. Our professional learning team present a number of focus programs including: Teaching Early Numeracy (TEN), Taking Off With Numeracy (TOWN), Language, Learning and Literacy (L3), Focus on Reading (FoR), TEEL Writing, Kids Matter and Positive Behaviour for Learning (PBL). The school engages in outstanding Local Management Group (LMG) activities including: Transition to High School, Combined curriculum delivery groups: P –2 initiatives, Aboriginal Education, LAST and History/ Geography to ensure that all teachers are up skilled to provide quality teaching programs, embracing the New Australian Curriculum (NSW version), to their students in a collaborative manner.

Parents' participation and collaboration is highly valued at our school. The caring and supportive parent body work tirelessly to raise money for the school. Through strong consultative practices, a community based Pre School was built on school grounds.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The results are summarized as follows:

At Pretty Beach PS staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. Staff reflected on the progress being made across the school based on the expectations identified in the School Excellence Framework and charted the progress of the milestones twice a term. Through ongoing analysis each term, staff discussed the evidence and evaluation to substantiate whether our school was delivering, growing and sustaining, or excelling. This provides an important overview to ensure our efforts and achievements align with these high level expectations.

In the domain of Learning, the school's focus has been Learning Culture, Wellbeing, Curriculum and Learning Assessing and Reporting as well as Student Performance measures. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. A focus on specific school initiatives including Positive Behaviour for Learning (PBL), Learning Literacy (L3) and Focus on Reading (FoR) to effectively support and improve student learning has enhanced success. The consistent implementation and explicit teaching of PBL has supported a positive teaching and learning environment and changes in student behaviour have been evident in the ways students are relating to each other and showing empathy towards their peers. More importantly, there has been an increased engagement in learning resulting in respectful positive relationships as evidenced in the Tell Them From Me (TTFM) report. The school identified the domain of learning at sustaining and growing..

In Curriculum and Learning, there has been a more focused approach to individual learning needs which has been a component of our progress throughout the year. Professional learning embedded in the school plan has enhanced teacher ability to ensure all students have the capacity to connect, succeed and thrive. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important

opportunity has been provided to staff in relation to planning, teaching and growing as a team across the school. Internal and external data is recorded, monitored and evaluated through five-weekly planning cycles specific to school initiatives and used as evidence to determine future teaching and learning practices to meet student outcomes. An established culture of collaborative teaching practice through classroom observations, reflections and feedback, and the development of expertise in literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a level of sustaining and growing with a strong move towards excelling as reflected in students' achievement and growth in NAPLAN.

In the domain of Leading the school's focus has been on Leadership. A strong approach of leadership capacity building is central to the school culture and enhances progress at the school level and beyond at the Local management level (LMG). This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. However due to changes in our leadership personnel and a reclassification of the school, our leadership domain was identified as delivering. With the establishment of a professional and dynamic executive team in 2017, the domain of leadership should move beyond delivering.

Future directions evident from the School Excellence Framework were directly embedded into the 2016 milestones as part of the 2015–2017 Pretty Beach PS School Plan to drive further improvements in the delivery of education to our students. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

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

Strategic Direction 1

Personal excellence and lifelong learning

Purpose

Every student to be actively engaged in meaningful and challenging learning experiences so that they can succeed as critical, creative and independent thinkers and lifelong learners in a constantly changing world. We are committed to providing excellence and equity for every learner, ensuring the acquisition of skills to become effective users of technology. Our teachers will demonstrate a passion and deep understanding of teaching content while having high expectations for every student. Strengthen early childhood education as identified by the Melbourne Declaration.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction. After participating in professional learning in data collection, teachers can consistently analyse, discuss, record and evaluate PLAN data, NCCD Individual learning plans, NAPLAN data, and Literacy and Numeracy trends across the school as well as benchmarks. All teachers have been trained in two important literacy and numeracy initiatives – Focus on Reading (FoR) and Taking Off With Numeracy (TOWN). Teachers also participated in rigorous professional learning at a Local Management Level (LMG) for the effective implementation of the New Australian Curriculum areas of Science and History. These initiatives and collaborative practices are having a significant impact on student learning, particularly for equity groups in the early years of schooling. Teachers were matched to professional support ‘buddies’ to ensure that maximum professional learning was achieved through collegial classroom visits and specific feedback for all teachers. This has led to more focused and strategic approaches for guiding quality programming and the delivery of engaging lesson activities by a dynamic teaching team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data as compared to state in reading, spelling, writing, grammar and punctuation and numeracy are at state level.	At the end of 2016 all students showed anticipated growth on continuums. NAPLAN student results reflect more than expected growth in the areas of Writing, Spelling, Punctuation and Numeracy.	TPL Literacy and Numeracy funds.flexibility funding \$6,369
95% of Kindergarten reach Cluster 4 (levels 5–8), of Year 1 reach Cluster 6 (levels 16 –180 and of Year 2 reach cluster 8 (level 26 and beyond).	95% of Kindergarten students reached Cluster 4 or above in Reading Texts. 72% of Year 1 students reached Cluster 7 or above in Reading Texts. 86% of Year 2 students reached Cluster 8 or above in Reading Texts.	L3 funding for Teacher's TPL and ongoing support. \$10,500
100% of class programs reflect adjustments, catering for Aboriginal, ILP's and students with special needs	Throughout 2016, all ILP's were regularly reviewed and updated to assist student achievement. Teachers and parents met every term to review specific ILP's. The Learning Support Team provided varied support for class teachers and parents.	Integration Funding \$17,447

Next Steps

In 2017 the school will continue with the following processes. The School will review the processes involved in data collection and tracking systems to enhance our focus our teaching impact and to better plan ongoing for student learning progress. Teachers will continue their training in L3 including OPL. Teachers will broaden their professional learning by participating in the Central Coast TPL Group (CAG) each term to revisit and adjust programming techniques to reflect the Australian Curriculums next year. Teachers will continue their professional learning by participating in the Local Management Group (LMG) Network teams including History/ Geography, LAST, Pre School to Year 2 and Aboriginal Education.

Strategic Direction 2

Effective whole school systems and practices

Purpose

To improve the quality of the current school systems and to embed new systems based on reforms and research relevant to Pretty Beach PS. The management of the systematic student wellbeing framework (PBL) will measure that coherent, consistent and fair practises support teaching Excellence, Respect and Responsibility in our learning environment. Our students will be supported in their learning through comprehensive K–6 assessment and feedback practices.

Overall summary of progress

All teachers met with the School's Learning (PBL) Coordinator three times every term to plan and review student engagement and wellbeing in the classroom. There was a focus on PBL training for all staff leading to increased staff awareness of the universal features of PBL and its integration into effective school welfare practices in The School, in the playground as well as the classroom. This whole-school approach has seen PBL well embedded into school procedures and processes. The PBL survey instrument, the Self-Assessment Survey, clearly demonstrated that our school has excellent PBL systems and processes embedded into everyday school practices. Newly appointed Teachers participated in PBL Professional Learning twice a term to problem solve around using functional behaviour information to problem-solve minor and major classroom misdemeanours. Additionally, the PBL team introduced a 'Bounce Back' program for all students K – 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students showing positive behaviours with 100% of all students receive a 'Bouddi Reward' in recognition of achieving school behavioural expectations.	<ol style="list-style-type: none">1. To improve our BOQ score, the school has implemented an improved method of recording PBL data to assist with School decision making and individual decision making.2. The PBL action plan was reviewed each semester and revised where necessary.3. The PBL matrix showed improved student behaviour in the playground.	Equity \$1,369 and teacher meetings and discussions \$5,606
All Professional Development Plans (PDPs) have at least one target aligned to the goals within the school plan.	<ol style="list-style-type: none">1. All PDP's are discussed with supervisors and reflect at least one of the strategic directions.2. Staff shared their PDP's with the teaching team.3. Support was provided to ensure all staff members achieved their PDP goals.	TPL meetings: \$2000 Computer coordinator funding for 365 training \$2,500
All staff PDP reflect the Australian Professional Teaching Standards by the end of 2017.	<ol style="list-style-type: none">1. A teacher support for Accreditation – established.2. Teachers discussed their PDP's with staff to ensure the professional Standards were being met.3. Peer observations and mentoring teams were established to ensure that the evidence validated the Professional Teaching Standards.	QTSS allocation of 0.129 teaching load and Peer Tutoring TPL sessions/ Staff meetings

Next Steps

In 2017, staff will continue to make gains in the following areas. Teachers will make improvements to the way they collect and analyse data in PBL. Staff will revisit classroom rules (PBL). Teachers will continue to develop their PDP's in line with the School Plan and Professional Standards for Teachers. The school will continue with the 'Tell Them From Me' student, staff and parent surveys to inform further school actions.

Strategic Direction 3

Strong partnerships and connections

Purpose

Our staff will make connections with parents and community members and engage the local community to maximise student engagement. Strong, consultative partnerships between students, staff, families, communities, schools, the local Pre School and Kincumber High School, to bring mutual benefits and develop a sense of citizenship. Consultative communication and feedback will ensure that parents can optimise positive engagement with their child's education.

Overall summary of progress

At Pretty Beach Public School, we acknowledge the importance of relationships developed between our school, parents and the wider community. Opportunities for parent to attend special events continued in 2016, such as weekly assemblies, sporting carnivals, Parent/Teacher interview sessions, Harmony Day and NAIDOC Day festivities, Open Day, Grand Friends Day, Mother's Day morning tea as well as the Father's Day breakfast and the School Art Show. In addition to these existing events, Pretty Beach Public School welcomed family members at our P&C Welcome afternoon tea.

The P&C plays a vital role in establishing and maintaining positive relationships with all stakeholders in our school. They have continued to support the Strings, Drama and Yoga programs for our students. The P&C have continued a 'Tea and Tissues' morning tea for all the new Kindergarten families at the beginning of the school year. This is an opportunity for the school to connect with families and possibly assist those in need as their child begins their educational journey. The P&C have also worked diligently in continuing to hold the community markets as a fundraising activity every term. Pretty Beach Public School students participated in Transition programs which have established a positive partnership with Kincumber High School and Pretty Beach Community Pre School. Teachers were instrumental in organising a yearly timetable for the 2 Transition programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of parents report that they receive regular feedback showing the success of the schools educational programs.	<ol style="list-style-type: none"> 1. Parents reported that they preferred to meet in "Parent/Teacher" interviews rather than Student Led Conferences. 2. The format for Parent/Teacher meetings was changes due to positive parent feedback. 3. 50% of parents attended the School Information sessions at the beginning of the year. 	surveys Parent/Teacher meetings Teacher Release \$2633– additional funding
50% of teachers contribute to the professional networks across the Kincumba LMG.	<ol style="list-style-type: none"> 1. Teachers have aligned themselves to one of the LMG network teams. 2. All LMG Networks of Pre School – Year 2, History/ Geography, LAST and Aboriginal Education have representatives from Pretty Beach PS. 3. Pretty Beach PS have been instrumental in ensuring that the Pre School – Year 2 group builds its capacity by including the local Pre School Directors/teachers to join the group. 	LMG meetings Teacher Release \$2,633 – additional funding
75% of students participate in the Premier's Reading, Sporting and Spelling Challenges.	100% of Students in K–3 participated in The Premiers Reading Challenge. 100% of students participated in the Premiers Sporting and Spelling Challenges. 20% of students were rewarded with certificates of acknowledgement for continuing in the Premier's Challenges over consecutive years.	TPL sessions RAM: \$2601
50% of students participate in Extracurricular music programs	Over 50% of all students continue to participate in the combined extra curricular activities in	P&C meetings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
including: guitar, cello, violin, percussion ensemble, dance, drama. and yoga.	2016. Students attending these activities included 35 students participated in the strings program; 26 students participate in the drama program; 20 students participated in the yoga program; 15 students participated in the guitar program and 25 students participated in the percussion program	Staff meetings Supervisor discussions
Increased number of opportunities for Pre School students to participate in combined School and Pre School activities.	In 2016, the Pre School students attended Harmony Day, The Easter Hat Parade. G'day Asia Show, Life Education, a buddy day and the Ripples program.	Teacher Release \$2, 634 additional funding

Next Steps

In 2017, the staff and parent body will work towards strengthening the school and community connections by the following process. The Kindergarten teachers will coordinate a Local Management Group (LMG) Network team to focus on a combined Pre School Transition program for the 4 local Primary schools. Staff will work towards improving community communication and feedback which was obtained via surveys. They also will support the introduction of P&C Information afternoons 101 held each term. The school will support the P&C by providing practitioners to present forums on "Building Resilience in Children". The school will include links to the Pre Schools and Kincumber High School's Newsletters in our fortnightly Newsletter. All teachers will continue to evaluate the School Plan and Milestones in accordance with the Schools Excellence Framework.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Student received one on one support for Literacy and Numeracy maintaining current benchmarks.	SLSO: Strategic Direction 1 RAM: \$448 • Aboriginal background loading (\$448.00)
English language proficiency	A Student Learning Support Officer (SLSO) assisted in Literacy groups in Stage 1 to support the student's understanding of written texts and writing activities. Students were more engaged and English proficiency improved.	SLSO: Strategic Direction 1 RAM: \$1,369
Low level adjustment for disability	Student engagement was encouraged by the SLSO working with a focus group of students from Stages ES1, 1 and 2. Students were provided with SLSO support across all Key Learning Areas. All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Twelve students from K–6 were referred to the Learning Support Team. The "Minilit" program was utilised by the LAST teacher and the SLSO.	SLSO and Teacher support – Strategic Direction 1 RAM: \$16, 571
Quality Teaching, Successful Students (QTSS)	Teachers formed teaching teams and observed modelled lessons delivered by other staff members. After the lessons, teachers participated in feedback sessions and chose ways to move forward, which included team teaching sessions or more modelled lessons. 100% of teachers reported that the sessions allowed for individual positive Professional Learning.	Strategic Direction 2 0.129 teacher allocation
Socio–economic background	Equity funding allowed students to participate in a range of in school and excursions. All feedback from community, staff and students (surveys and regular feedback) attests to the positive relationships built through the school and the community. Student engagement was encouraged by the SLSO working with a focus group of students from Stage 2.	Strategic Direction 1 and 3. RAM: \$3,253
Support for beginning teachers	Beginning teachers were supported by participating in professional discussion sessions, attending Professional Learning sessions within the school and at a regional level as well as being provided with time to develop well organised and structured programs and lesson plans.	Strategic Directions: 1, 2 and 3 \$26,755
Professional Learning / Literacy and Numeracy	In 2016, all Stages have developed units of work and collaborative assessment tasks. Buddy teachers provided constructive feedback to individual teachers on lesson delivery, programming and assessment on quality teaching and learning lessons. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice. All teachers received support with accreditation processes and the new Performance and Development Framework within their Stage teams. L3 and Numeracy Professional	Strategic Directions: 1, 2 and 3 RAM: \$7,438

Professional Learning / Literacy and Numeracy	Learning continued throughout 2016.	Strategic Directions: 1, 2 and 3 RAM: \$7,438
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	58	70	82	96
Girls	66	65	61	74

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	95.6	95.2	94.8
1	94.8	95.4	92	93.3
2	94.4	96.9	93.9	93.2
3	94.4	95.6	93.6	93.6
4	94	94.6	95	95.1
5	91.6	92.3	94.8	93.3
6	92.9	93.4	91.1	91.2
All Years	93.8	95.2	93.7	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Pretty Beach remains above state average overall for attendance.

Class sizes

Class	Total
KINDER	20
KINDER/1	21
YEAR 1/2	23
YEAR 2/3	26
YEAR 3/4	27
YEAR 4/5	28
YEAR 5/6	29

Workforce information

Workforce composition

Position	FTE*
Principal	2
Assistant Principal(s)	1
Classroom Teacher(s)	5.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	0.05

*Full Time Equivalent

The Australian Education Regulation, 2013, requires schools to report on Aboriginal composition of their workforce.

Pretty Beach PS has one Aboriginal teacher and enjoys a close relationship with the local AECG.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Pretty Beach PS staff in 2016. Areas of

training included: Mindfulness, The Science and History Australian Curriculums, Aboriginal Education, Learning Support, PBL, TEEL, Coding, FoR and WH&S mandatory requirements. In 2016 one teacher assisted others in the accreditation process and maintained his five year accreditation. Other staff members are moving towards completing their accreditation at proficiency level in 2017, while others are moving towards completing their five year maintenance accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	297 978.42
(2a) Appropriation	184 130.20
(2b) Sale of Goods and Services	14 474.94
(2c) Grants and Contributions	98 880.66
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	492.62
Expenses	-217 640.40
Recurrent Expenses	-217 640.40
(3a) Employee Related	-82 771.75
(3b) Operating Expenses	-134 868.65
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	80 338.02
Balance Carried Forward	80 338.02

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 230 504.21
Base Per Capita	7 739.80
Base Location	0.00
Other Base	1 222 764.41
Equity Total	21 641.30
Equity Aboriginal	448.24
Equity Socio economic	3 253.31
Equity Language	1 368.66
Equity Disability	16 571.09
Targeted Total	17 700.00
Other Total	7 790.04
Grand Total	1 277 635.55

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.

Reading

In 2016, 46.2% of Year 3 students at Pretty Beach Public School were in the top band, compared to the state average of 28.1%. In Year 5, 44% of students were in the top band, compared to the state average of 15.4%. This is a difference of 28.6 percentage points.

Writing

In writing, 77% of Year 3 students were in the top 2 bands, compared to the state average of 54.1%. 36% of Year 5 students were in the second top band, compared to the state average of 13.5%.

Spelling

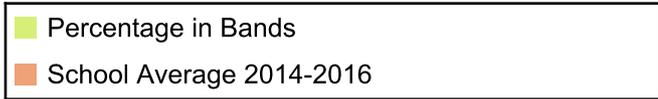
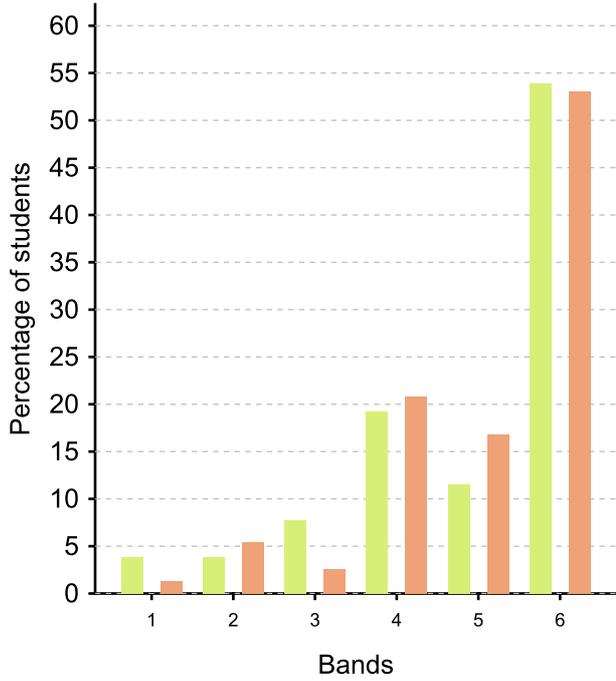
Spelling proves to be another area of strength for Year 3 students with 34% of our students being placed in the top band, compared to the state average of 27.4%. This is third consecutive year that our Year 3 students have outperformed the state's average in spelling. Year 5 also showed improvement this year, with 28% of students being placed in the top band compared to the state average of 15.5%. This result is a 1.3%

improvement on last year's results.

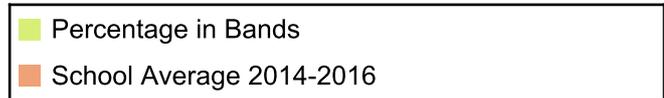
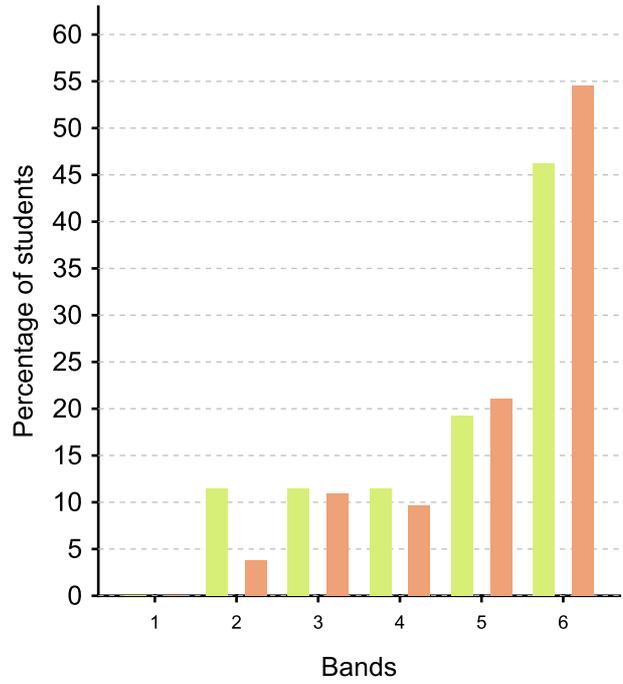
Grammar and Punctuation:

Our Year 3 students also highlighted our school's strength in grammar and punctuation by showing an improvement of 12.1% on last year's results. 53% of our students were placed in the topband. Year 5 continued this trend with 56% of our students being placed in the top 2 bands compared to the state's average of 40.8%.

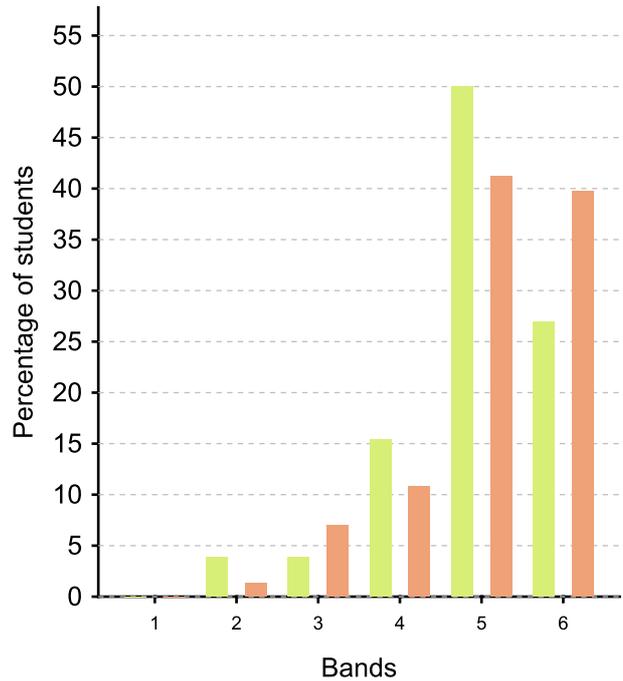
Percentage in bands:
Year 3 Grammar & Punctuation



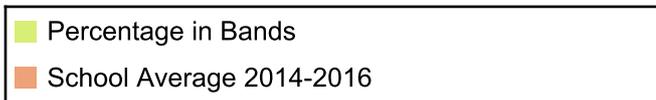
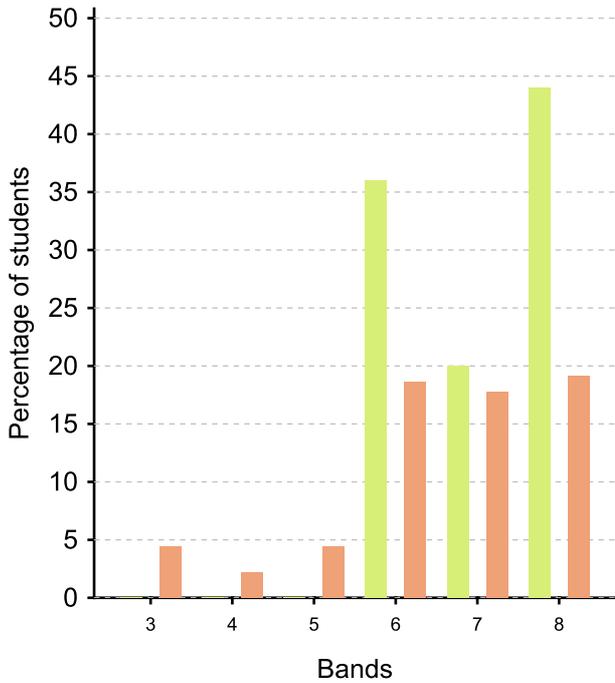
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

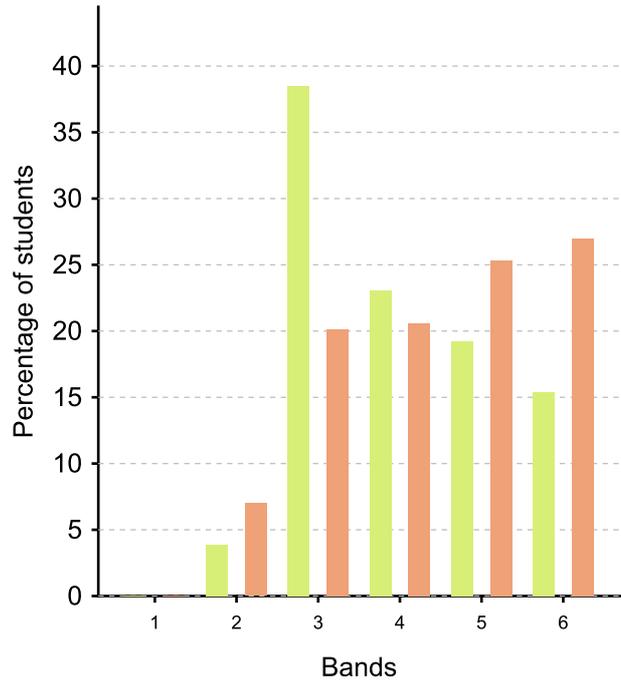


Percentage in bands:
Year 5 Reading

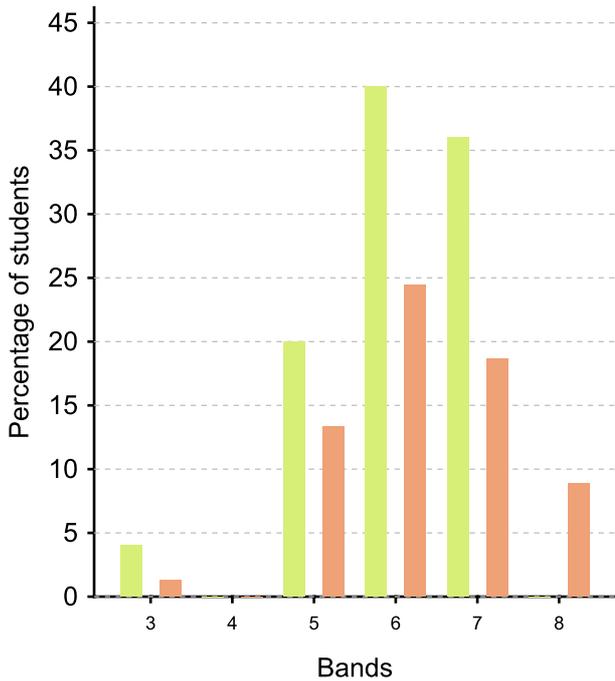


average. This will be a target for improvement in 2017. In Number Patterns and Algebra, 23.1% our Year 3 students were the top band which was above the state average of 22.6%.

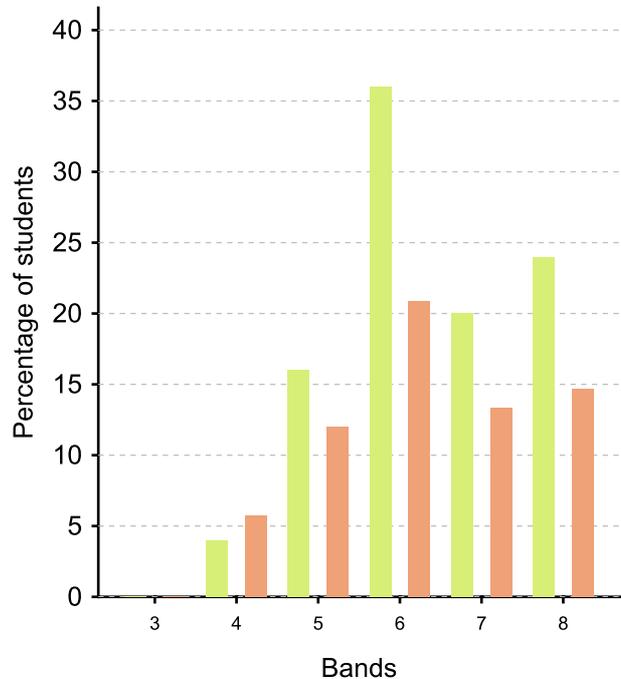
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy

Year 5 showed steady growth in numeracy, as 44% of our students were placed in the top 2 bands compared to the state's average of 30.5%. These results have also increased on last year, with a 4% improvement on students in the top band. Our Year 3's numeracy results for the top 2 bands were slightly below the state

The My School website provides detailed information and data for national literacy and numeracy

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

Premier's Priorities

One of the Premier's Priorities is to raise the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019. Pretty Beach Public School students have achieved this result in Literacy in 2016.

Another is to increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019. This second target is not applicable for Pretty Beach Public School as we have no Aboriginal students enrolled.

Parent/caregiver, student, teacher satisfaction

In 2016, Pretty Beach PS sort the opinions of parents, students and teachers about school satisfaction. All stakeholders of the school were more than satisfied with: school communication, teaching and learning programs and the continuation of the PBL rewards program. Tell Them from Me surveys collated the following responses. **Students:** 81% of students in this school had a high sense of belonging. The NSW Government norms is 81%. 83% of the girls and 90% of the boys in this school had a high rate of participation in Sports. The NSW Government norms for girls is 82% and for boys is 84%. 70% of the girls and 54% of the boys in this school had a high rate of participation in Extracurricular activities. The NSW Government norms for girls is 66% and for boys is 44%. 95% of the girls and 89% of the boys in this school tried hard to succeed. The NSW Government norms for girls is 90% and for boys is 85%. **Parents:** 75% felt written information from the school was in clear, plain language while 72% had spoken with their child/ren's teacher. 78% stated that school reports on their child/ren's progress are written in terms they understood while 72% were informed about their child/ren's behaviour at school, whether positive or negative. 30% had reported that they had assisted the class teacher once or twice a term. 78% reported that their child/ren felt safe going to and from school while 69% stated that their child/ren felt safe at school. **Staff:** 83% stated that they worked with school leaders to create a safe and orderly school environment; been given helpful feedback about their teaching; set high expectations for student learning and spoken with other teachers about strategies that increase student engagement. 78% help students use computers or other interactive technology to undertake research. 85% establish clear expectations for classroom behaviour and use individual education plans to set goals for students with special learning needs.

Policy requirements

Aboriginal education

Pretty Beach PS received minimal Aboriginal funding in 2016. Our Plan included supporting Stage 1 students with a support learning officer during Literacy group rotations. Students participated in Aboriginal cultural experiences to celebrate NAIDOC week. Students were selected to take part in the interactive show, including: dancing, how to make fire, Dreamtime stories, communicating with traditional language and the use of basic implements. Throughout the year children have been involved in activities such as the 5 Lands Walk that highlight the message about Reconciliation. Twenty students from Years 3 to 6 participated in the photography workshop and the 5 Lands Walk combined choir. All students painted recycled cardboard cut outs of Australian animals to form part of a display at MacMasters Beach.

Multicultural and anti-racism education

The school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. This year's Harmony Day celebrations began with the students dressing in orange and participating in a whole school assembly where parents and community members came to celebrate and acknowledge the important messages of Harmony Day. Students from the adjoining Pre School joined us for a combined show titled "G'day Asia" as part of our Harmony Day activities.

2016 provided a unique opportunity for both teachers and students as a student from Switzerland enrolled in our school speaking very little English at the beginning of the year. Through quality teaching and training, teachers were able to support her learning in a deep and significant way. One exciting element of this process was that students at our school flourished with the opportunity to identify firsthand the differences in language and culture of students from another country. This was achieved specifically by communicating with a school in Switzerland. Students and teachers had to translate from French to English. Students recorded a video which highlighted the structure and differences between our school and the way that education varies. This was a great opportunity for students to connect with similar-aged students on a global level. As a class project, a group of students planned the elements of the video to return back to the student's classmates in Switzerland. Areas of our school that made it special and unique were identified. The student directed and filmed her Australian classmates highlighting our quality educational programs and environment.

Other school programs

Environmental education and sustainability

Pretty Beach Public School continues to demonstrate a

strong level of commitment to environmental education. This commitment is reflected in the quality of environmental education programs offered to students within and outside of the classroom and school. Students participated in a wide range of environmental initiatives such as worm farming, gardening programs, recycling programs and "Clean up Australia Day". Students participated in a variety of environmental awareness and sustainability activities which including regeneration projects, art and music appreciation and the Gosford City Council's environmental awareness project. Pretty Beach PS painted "save our water" signs around the school and performed a percussion rap at the Environmental Greenhouse awards ceremony at Laycock Theatre.

As part of our environmental campaign, the Garden Club operates one day a week during the second half of lunch. All students are welcome to assist in the program. On average there are ten students who help each week working in the vegetable garden and looking after the six worm farms.

Students grow both plants from seeds and seedlings, enabling them to see how plants grow. When vegetables are ready to be harvested, they are either used in the canteen or divided amongst the students to take home. Produce that isn't sold in the canteen can be 'taste tested' for free, so students can try foods they don't usually eat. Lettuce is constantly grown all year round to use in the canteen. This year, students have grown and harvested tomatoes, corn, cucumber, strawberries and basil. The basil was a companion planted to keep the bugs away from our tomatoes. Presently the students have Chinese cabbage, cauliflowers, broccoli, leeks, carrots, spinach and beetroot growing. All students save fruit scraps from fruit break each day which is chopped up and fed to the worms. Worm castings are mixed into the soil after harvesting to feed it. Worm juice is also used to fertilise the vegetables each week. Students assist with weeding the gardens and paths in the school's vegetable garden, requiring them to identify the difference between a weed and a seedling. Weeds are put into the garden's compost bins and when broken down, the compost is added to the garden to enrich the soil. The Garden Club provides students with a working model of recycling, sustainability and healthy food choices.

Sport

Net Set Go

In Term 1 2016, Pretty Beach Public School received funding to run 4 netball sessions as part of the Sporting Schools initiative. This allowed our students free access to a Netball Australia accredited coach. The sessions were designed to teach the students the different skills required to play netball in a fun and competitive way. The lessons were differentiated based on age groups, with an emphasis also being placed on physical fitness.

The coach commented on the overall attitude and behaviour of the students and many of these skills were put into place as our school netball team competed in

PSSA knockout games.

Gymnastics

During Term 2, students participated in gymnastics sessions through Sports Pro. The Sports Pro gymnastics program is designed and adapted to meet the requirements of the skills and fitness components of the PD/H/PE syllabus. All students in the school participated in the program, run by professionally trained P.E teachers.

Each session targeted one of the 6 dominant movement patterns, which are fundamental to gymnastics. These included landings, swings, rotations, spring and height and flight. Lessons also helped to develop core motor abilities of muscular endurance, strength, power, flexibility, coordination, agility and balance.

Students displayed willingness and determination and the teachers recorded development and improvement throughout the duration of the program.

Mariners Active

Once again, Pretty Beach Public School were fortunate enough to be visited by the Central Coast Mariners Active team. All students K-6 were involved in mini soccer games, designed to get them huffing and puffing in a fun and secure environment. The aim of the program was to reinforce sport as an essential part of a healthy lifestyle, while also exposing the students the fun that they can have when playing part of a team. Pretty Beach will definitely register again for future sessions.