

# Sandy Beach Public School Annual Report



2016



4557

## Introduction

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

Ray Rincheval

Principal

### School contact details

Sandy Beach Public School

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## School background

### School vision statement

**Our school is a place where all students learn to understand the world, ourselves and others, to accept challenges to create and to be the best that we can be.**

Our Vision applies to everyone in our school: staff and students.

We all learn to understand about our world, ourselves and others. If we understand, we are better able to respond and accept **CHALLENGES**.

We all accept **CHALLENGES** because challenges are a fact of life. We are challenged to understand our world, ourselves and others. We all seek to **CREATE** new thinking, to **CREATE** solutions to problems and to **CREATE** options for a better way forward. Regardless of background or ability, we all seek to be the **BEST learner** and the **BEST person** possible.

Our Vision is consistent with the **Melbourne Declaration**. It is about **equity**: where those with the greatest need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

**OUR VISION** requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

### School context

**Enrolment** in 2014 was 334 including the newly established support class. The school's enrolment trend is down, consistent with **maturing demographics**, but the school remains the first choice for local families. Enrolment and mobility rates fluctuate, e.g. 2010 = up 3; 2011 = down 9; 2012 = up 25; 2013 = down 15; 2014 = up 9. The **mobility rate is high** with about 30 new students enrolling in Years 1–6 and about the same leaving each year.

**Grade variations** in student performance consistent with clusters of students with special needs, behavioural problems and welfare needs.

The school's **ICSEA at 985** (ACARA website) shows a broadly average socio-educational spread with 28% in the lowest quartile and only 12% in the highest quartile. The NSW DEC measure of family occupation and education index (**FOEI**) is **106**, which is again around the mean of 100. However, the Australian Educational Developmental Index in 2009 and 2012 show an average of 20% students at this school start Kindergarten "developmentally vulnerable" 40% are "developmentally at risk" and only 40% "on track".

The school is now a registered **KidsMatter school** – part of an Australia-wide primary school's mental health initiative.

The school is accredited **Asthma Friendly** and **SunSAFE** and operates the **Live Life Well @ School initiative**.

The school's **suspension rates are below 'like schools'** and the students are cooperative and positive in the approach to learning and each other. **The "feel" in the school is excellent.**

Our general **NAPLAN** performance is sound: there are no significant trends and we consistently perform above similarly profiled schools in regional and rural NSW. NAPLAN performance is generally better than other schools in the Coffs Harbour network.

The school's NAPLAN numeracy performance lags the literacy school's performance. Literacy performance is average with writing performance usually above average but language (in particular, spelling) performance being below average. Reading performance meets or exceeds the national average and benchmarks of RR7–8 for end of Kindergarten, 16–17 for end of Year 1 and 29–30 for end of Year 2 are met by 80%+ of students.

**Aboriginal enrolments** are increasing (36 or 11% in 2014) and indigenous student performance varies from excellent, to average to poor on national testing, value added and attendance measures.

The school has a sizeable proportion of students with moderate to high support needs. A newly established multi-categorical **support class** began an integrated operation in 2014.

**Teacher turnover** and leave is trending upwards, consistent with the ageing profile of the staff.

**Parents** are generally supportive but not very active. The rate of voluntary contribution is about 40% but the rate of purchase for Resource Packs and major excursions is higher.

The school **reputation** in the community is reportedly "very good" and surveyed parents indicate a high promoter rate (70% in 2013).

**Student participation** in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge as well as solid performance in PSSA Cross Country and Athletics. Team sport is relatively weaker and has been for some time. Obesity rates in students are relatively low.

**Student participation** and performance in CAPA (musicals, dram and visual arts) is strong internally but less so externally. Music and dance remain areas for further development.

**Environmental education** initiatives are improving strongly. Since 2012 the school has established a vegetable garden, a frog pond and gained *Water wise* accreditation.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the Learning Element we have shown improvement in Curriculum and Learning area. In the Teaching Element further focus will need to be on Learning and Development as well as Professional Standards. In the Leading Element we are delivering in three areas and sustaining and growing in the Leadership area.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

Strong Foundations – Great Learning

### Purpose

**Multi-sensory Structured Learning (MSL)** ( Instructional Leadership Model)

Funding was allocated to implement a program of spelling instruction that had been designed using the Orton–Gillingam Multi-sensory Structured Learning model. It involved systematic and sequential teaching of spelling skills using a simultaneous involvement of the visual–auditory and kinaesthetic channels in the learner.

### Overall summary of progress

Increased number of staff, with a focus on Years 3 and 4 classroom teachers, implement a program of spelling instruction using the Multi-sensory Structured Learning model.

Student data shows improved growth in standardised tests and class assessments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>The summary of the (interim) results for the four classes based on pre and post assessments follows.</b></p> <ul style="list-style-type: none"><li>•Stage 2 students demonstrated an average growth of 17% in MSL assessments . Fifteen months average chronological growth using South Australian Bench marks.</li><li>•All students are able to articulate spelling rules and ‘memory hooks’ to explain why words are spelt the way that they are.</li><li>•Teachers have “taken up” the language and are now using the “spelling” language across all literacy opportunities in the classroom.</li><li>•Teachers have realised the need for systematic and explicit instruction in spelling rules and are using the “direct instruction” model and white boards for immediate feedback effectively on a daily basis.</li></ul>	<p>Teachers were provided with a scope and sequence of spelling skills and rules to be taught in Stage 2.</p> <p>A lesson study model was designed to teach spelling in a systematic and structured way using MSL principles as the foundation.</p> <p>The teacher with MSL training worked at the shoulder with Stage 2 colleagues to up-skill teachers to use MSL direct instruction when teaching spelling.</p> <p>100% students are able to articulate the six syllable types that make up the English language.</p> <p>Increased staff engagement in collection and analysis of data to drive teaching and planning.</p>	<p>RAM funding to release MSL trained teacher and implement the lesson study model \$8000</p>

### Next Steps

Further consolidate MSL through continuing grouping in Years 2 to 4 in 2017 and expand teacher training in other grades. Aim to develop a consistent approach using these strategies in Spelling across K to 6 by implementation of a school scope and sequence.



## Strategic Direction 2

### Teacher Capacities Great Teaching

#### Purpose

##### **Building Teacher and Leadership capacities.**

Documentation of teacher adoption of the annual performance and development cycle.

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standard.

An increased number of teachers accredited by Board of Studies and Teacher Education Standards (BOSTES) at Proficient and higher levels.

Levels of stakeholder satisfaction with overall school performance.

Teachers attending professional learning around collaboration, coaching and mentoring for quality teaching.

#### Overall summary of progress

All teaching staff implemented a Performance and Development Plan.

Improved systems in place to support Beginning Teachers, Proficient Teachers and those seeking higher levels of accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* All Beginning teachers achievement of Proficient Accreditation.	Professional Development Plans were unpacked and implemented by all teaching staff.	Quality Teaching, Successful Students allocation
* Teachers achievement of Highly Accomplished Accreditation.	Evidence of aligned professional goals, the annual performance and development cycle and selected Teaching Standards.	RAM funding \$2000
* All teachers using the Professional and Development Plans to guide and support a positive culture of ongoing learning by individuals and teams.	Community of Schools Initiative – "Getting Accreditation at Highly Accomplished" level was facilitated and supported by regional staff.  Mentors identified for beginning teachers to assist and support with accreditation process.	
*Teacher satisfaction survey results and level of stake holder satisfaction with overall school performance.	Teachers attending professional learning around collaboration, coaching and mentoring for quality teaching.	

#### Next Steps

Performance and Development Plans become an integral part of the teacher improvement cycle, with links relating to the school strategic directions. All plans are saved electronically for executive to review and a schedule of implementation, self-assessment and annual review is formalised.

Continue to plan support for teachers undergoing all levels of accreditation and all teachers to develop an understanding of the levels of accreditation.

Non-teaching staff to become familiar with the Performance and Development plans to be implemented in 2017.

### Strategic Direction 3

Self- Regulation Great Systems

#### Purpose

Implementation of "Oliver" Library management system.

**Integrate** the **new management systems** so that they are both efficient and focused on learning.

Demonstrate that resources are **aligned** to our Vision.

**Accountability for** our achievements, our challenges and our disappointments in a consistent, transparent way.

Teaching and learning is supported by an efficient and effective process, aligned to the school Vision and direction.

The new SAP and SALM learning management and business software, is efficient, accurate and effective.

#### Overall summary of progress

Improved use of ICT for the management of library resources by both staff and students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>We will need to <b>integrate</b> the <b>new management systems</b> so that they are both efficient and focused on learning.</p> <p>We need to show that our resources are <b>aligned</b> to our Vision.</p> <p>As we will have more control over our destiny, we will have to <b>account for</b> our achievements, our challenges and our disappointments in a consistent, transparent way.</p> <p>Teaching and learning is supported by an efficient and effective process, aligned to the school Vision and direction.</p> <p>The new SAP and SALM learning management and business software, is efficient, accurate and effective.</p>	<p>Librarian trained in using the new Library administration system, OLIVER.</p> <p>Staff are trained in using the OLIVER system to access resources to support curriculum programs.</p> <p>Library system is more efficient.</p>	<p>OLIVER system software</p> <p>Professional Learning funds to release Librarian to attend training \$1000</p>

#### Next Steps

Implementation of Learning Management and Business Resources ( LMBR ) in 2017 with staff training on the various related administration aspects of SAP and SALM.

All classroom teachers to mark rolls digitally and integrate Learning and Support team processes into online documentation through LMBR.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>English language proficiency</b>	Providing additional School Learning and Support time in each classroom, the small number of students we have from NESB or have English language proficiency needs benefited strongly.	\$2646 allocation towards staffing
<b>Low level adjustment for disability</b>	Providing increased support for students academically and socially by employing more School Learning and Support Officers (SLSO)  Students with a disability have Individual Learning Plans written to address specific needs and the SLSO assists the teacher to deliver a differentiated curriculum within the class and tutor style programs.	\$24234 allocation towards staffing
<b>Quality Teaching, Successful Students (QTSS)</b>	Implementation of Professional Development Plans and supervisor release to complete lesson observation and feedback, model teaching and at the shoulder support.  Improved links between supervision and professional goals as the PDP process was implemented with increased opportunities for collegiate meetings.	\$13263 to give additional executive release
<b>Socio-economic background</b>	Release for teachers to attend Wellbeing meetings held with Dr Kramer, identified students, parents and teachers.  Release for staff to implement lesson study model for MSL project.  Employ additional SLSO to support students in class.  Sensory items purchased for Multi-categorical Class.	\$38790 for staffing, additional teacher release and resources.
<b>Support for beginning teachers</b>	Supported teacher in gaining accreditation at proficient level. Staff member attended MSL training and implemented in class.	\$8559 for teacher release and attending professional learning.





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	175	164	173	174
Girls	150	167	173	170

Our school maintains an electronic attendance register. All students who do not meet the 85% attendance standard are identified by the Home School Liaison Officer (HSLO) and the school communicates this to parents. Students whose attendance does not improve, are referred to the HSLO and become part of the caseload with strategies to support improved attendance. A plan is jointly developed and implemented by the HSLO, parent, student and school.

Enrolments have remained consistent over the past four years with a total of 344 students in 2016.

Kindergarten – 52 students, Year 1 – 52 students, Year 2 – 41 students, Year 3 – 44 students, Year 4 – 50 students, Year 5 – 46 students, Year 6 – 55 students.

### NUMBER OF CLASSES

Number of regular classes 11

Number of 'multi-age' (composite) classes 3

Total number of classes in school 14.0

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	94.5	93.5	94.4
1	95.2	94.8	93.8	93.1
2	94.5	93	94.2	94.9
3	93.7	94.4	91.8	93.9
4	93.8	94.7	94.8	92.3
5	94.8	94.3	94.7	94.8
6	91.5	94.9	93.4	93.6
All Years	94.1	94.3	93.7	93.8
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	4.02
Other Positions	0.13

\*Full Time Equivalent

Our school has a strong teacher retention and low mobility rates. In recent years there has been more retirements which will lead to changes in staffing in 2017. The Principal, Ray Rincheval, three teachers, Sue Acaon, Roz Baldwin and Jane Crooks all retired. Melinda Mikaere was appointed as Assistant Principal to replace Leonie Smith.

Our school has 2 teachers who identify as Aboriginal background, including one staff member from the local Gumbaynggirr nation.

The school also has a Special Education teacher who supports students integrated in mainstream classes who have been allocated to the MCC (Multi-categorical Class). The school is also the base school for Assistant Principal Learning and Support, who works in schools in the local area.

In addition, the school employs School Learning and Support Officers on both a part-time and full-time basis to assist in classrooms in a range of learning programs, including supporting students with a disability. These staff are funded through Integration Funding Support and the school budget.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

## Professional learning and teacher accreditation

In 2016 our focus was to provide opportunities for feedback from colleagues to improve teaching practices with a focus on differentiation. The reflection of improvements was formulated in each staff members' Performance and Development Plan. This included a range of opportunities including lesson observation, release for collaboration, peer review and feedback.

The school development days focused on child protection, History and Geography syllabus implementation and development of units of work for each of these subjects to be included in a reviewed scope and sequence. In addition Multi Sensory Learning approach to teaching spelling was a key focus at staff meetings for further implementation across the school.

Two assistant principals had the opportunity to relieve as principal, gaining further skills in management, administration and leadership. In addition the school administration officer was on leave and this role was filled by one of our school administration officers, which has led to changes in our office practices.

Some of our staff have been undergoing accreditation with the Board of Studies. Any staff members who have commenced working from 2004, must undergo this process. There were two teachers who were newly appointed, and completed Proficient levels. We also assisted casuals who were part of our staff to collect evidence and seek advice from mentors. Our Highly Accomplished accredited teacher, also assists staff in the accreditation process and is key to leading curriculum initiatives in the school.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>261 275.50</b>
Global funds	164 381.39
Tied funds	359 385.90
School & community sources	103 661.99
Interest	6 768.59
Trust receipts	633.90
Canteen	0.00
<b>Total income</b>	<b>896 107.27</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	30 955.48
Excursions	34 025.66
Extracurricular dissections	34 687.64
Library	8 540.07
Training & development	0.00
Tied funds	316 672.36
Short term relief	107 044.39
Administration & office	52 090.68
School-operated canteen	0.00
Utilities	33 348.74
Maintenance	26 974.76
Trust accounts	202.55
Capital programs	27 358.29
<b>Total expenditure</b>	<b>671 900.62</b>
<b>Balance carried forward</b>	<b>224 206.65</b>

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

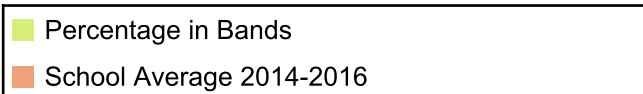
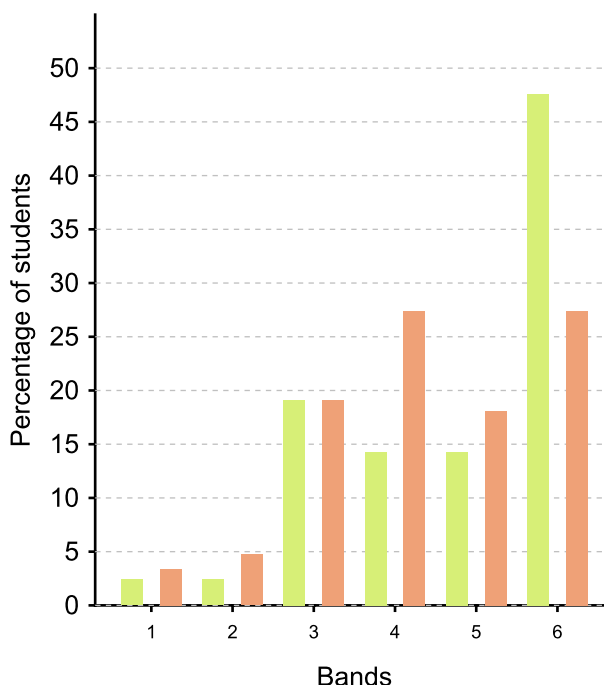
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The percentage at proficiency equals the number of students in the top 2 bands, in Year 3 it is Bands 5 and 6 and in Year 5 it is Bands 7 and 8.

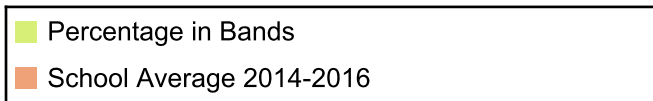
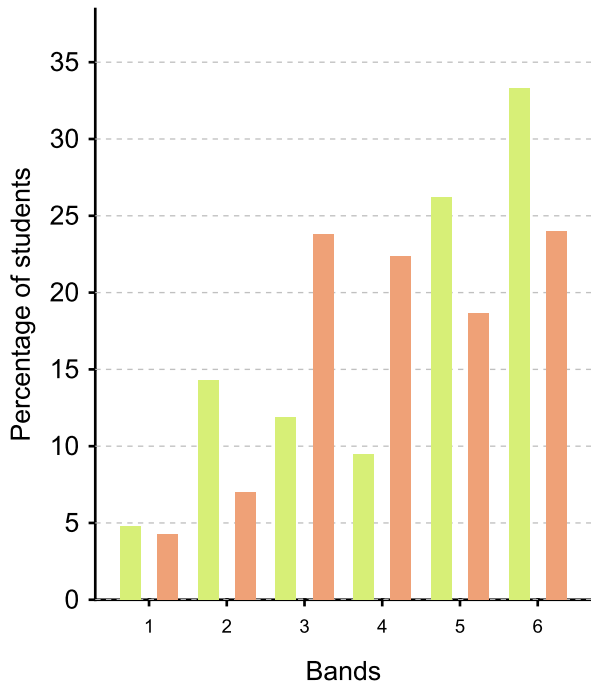
Year 3 NAPLAN results indicated that all areas were above the State percentage at proficiency except Spelling. Reading was 60% and the State was 52%, Writing was 62% and State was 54%, Grammar and Punctuation was 62% and State was 53% and Numeracy was 48% and State was 39%.

Year 5 NAPLAN results indicated that all areas were below the State percentage at proficiency. Reading was 30% and State was 39%, Writing was 15% and State was 19%, Spelling was 17% and State was 33%, Grammar and Punctuation was 26% and State was 41% and Numeracy was 24% and State was 31%.

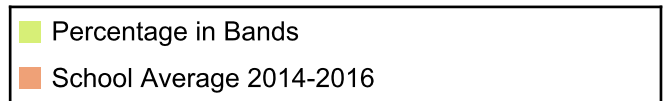
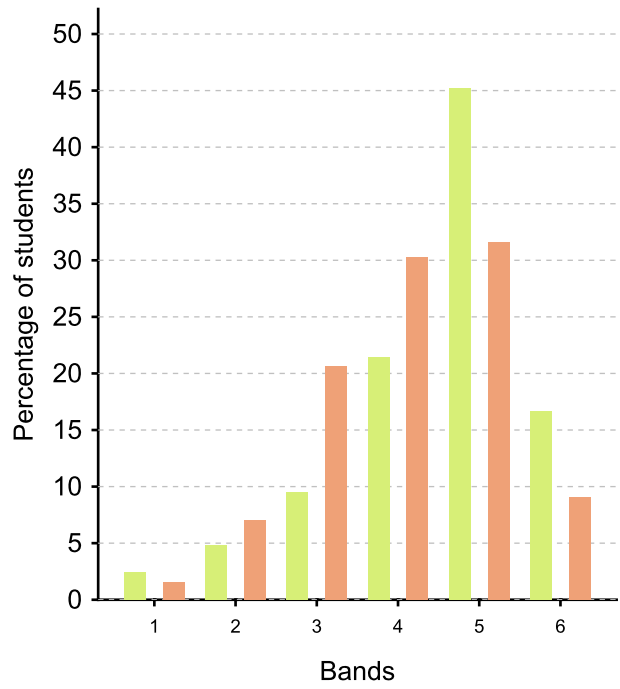
**Percentage in bands:**  
Year 3 Grammar & Punctuation



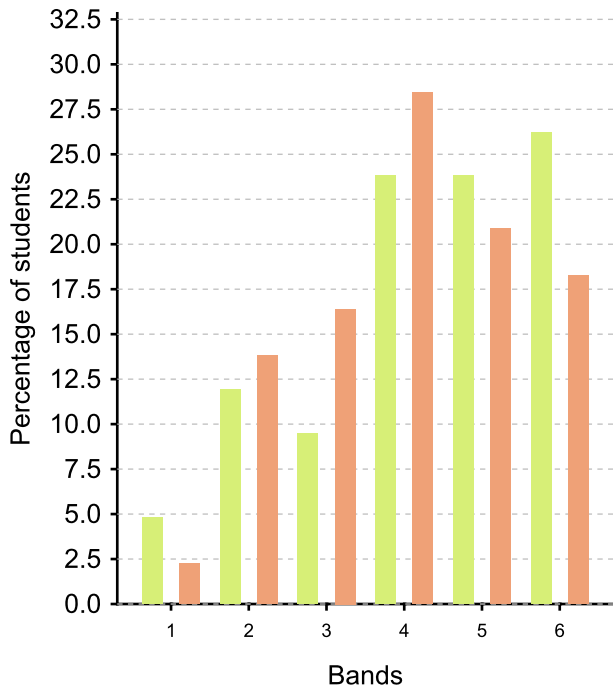
**Percentage in bands:**  
Year 3 Reading



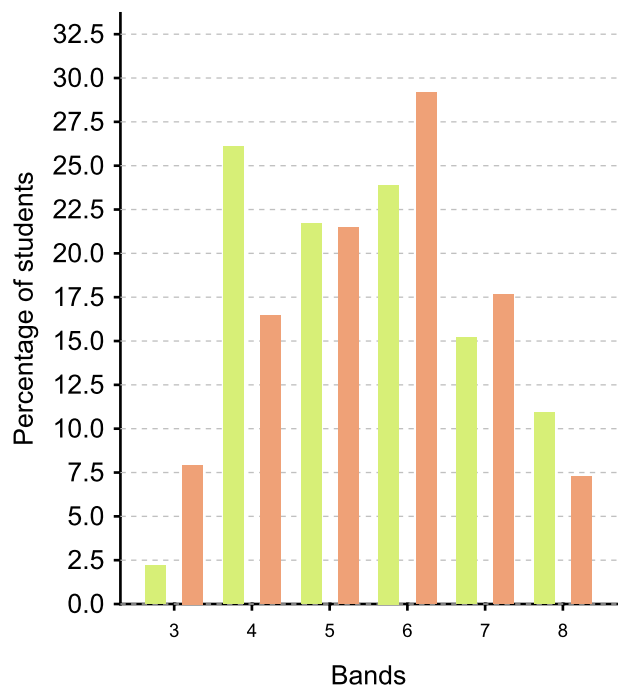
**Percentage in bands:**  
Year 3 Writing



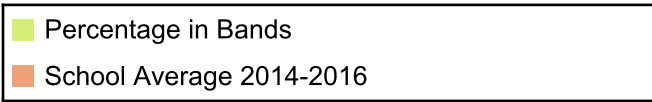
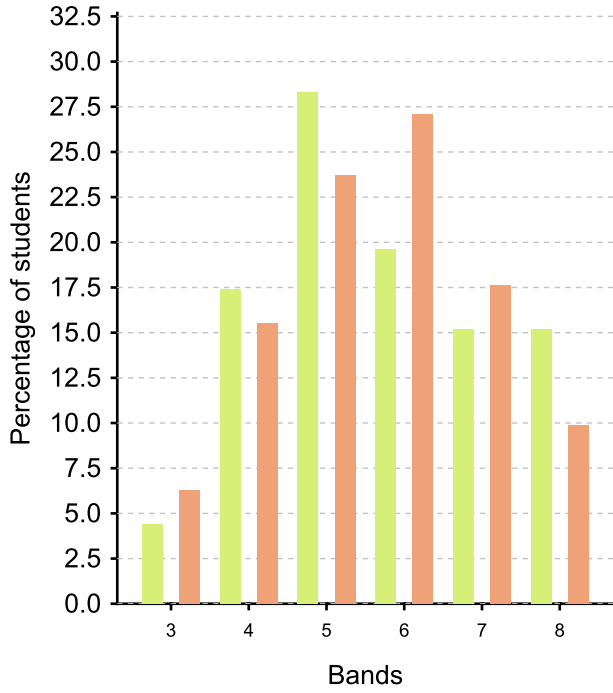
**Percentage in bands:**  
Year 3 Spelling



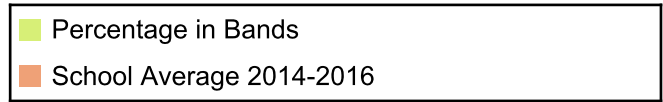
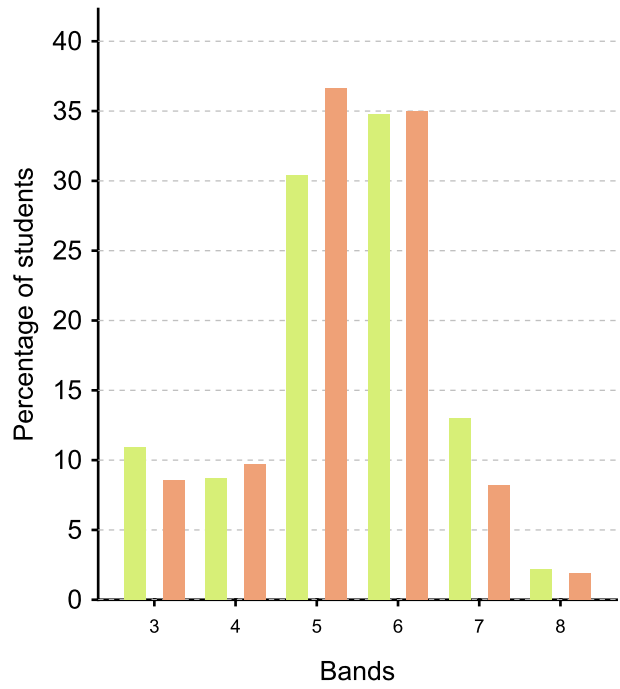
**Percentage in bands:**  
Year 5 Grammar & Punctuation



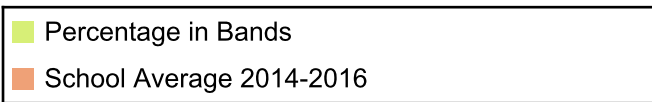
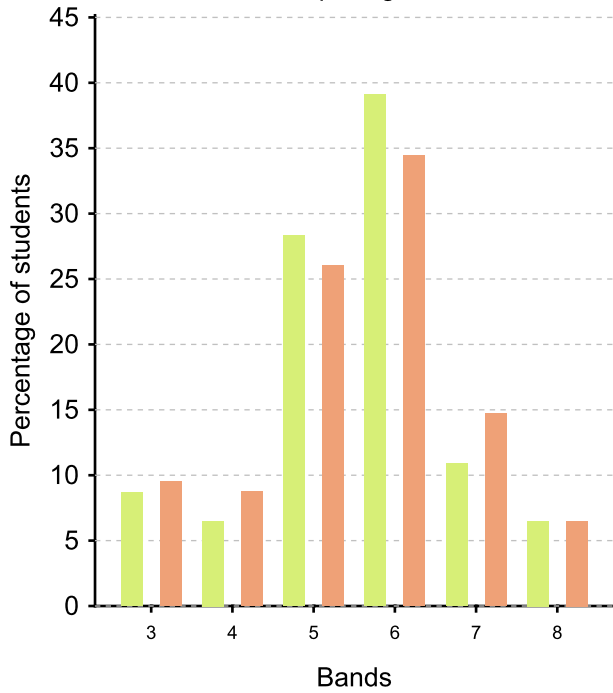
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

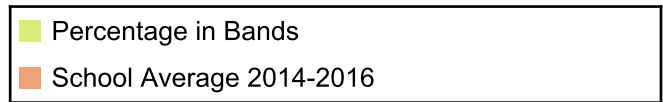
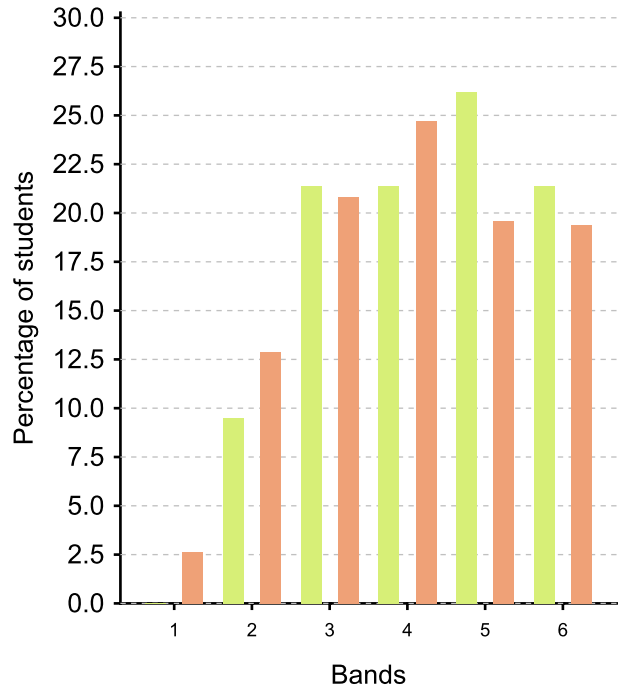


**Percentage in bands:**  
Year 5 Spelling



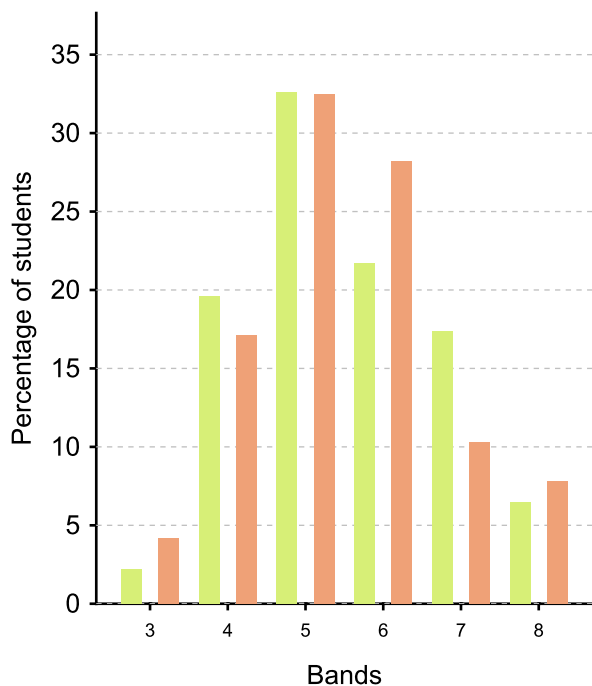
NAPLAN results in 2016 for Numeracy indicate stronger performance in the top 2 bands in Year 3 than Year 5.

**Percentage in bands:**  
Year 3 Numeracy





### Percentage in bands: Year 5 Numeracy



- Regular updates on school Facebook page improved communication.

## Policy requirements

### Aboriginal education

All Aboriginal students at this school from Kindergarten to Year 6 have personalised learning plans negotiated between the class teacher and the child's parents or caregivers. This ensures a respectful partnership aimed at getting the best from each Aboriginal child, depending on their particular needs and interests. In 2016 our school received \$34180 Aboriginal background funding. Most of this funding was allocated to staffing with learning support officers allocated to all grades to enable teachers to deliver more personalized feedback to students.

In 2016 we held a special day of learning experiences and celebrations for NAIDOC Week. This included employing specialised support to run workshops across the school based on storytelling, Aboriginal culture and arts. All Aboriginal students benefitted from individualised support consistent with a personalized learning plan negotiated with their parents/carers. In 2016 our school allocated Mrs Stacy Hearn, 1 day per week, to support students in class and to facilitate Aboriginal community engagement.

### Multicultural and anti-racism education

Consistent with government policy, our school seeks to strengthen exposure to multiculturalism and Asian perspectives. Once again Harmony Day was celebrated in our school. The day was begun with student leaders explaining the importance of Harmony Day and students were encouraged to wear orange, symbolizing this event. Whole school celebration of cultural diversity was organised by singing and dancing activities. Harmony Day is also a great example of the peer support culture of our school.

Our school had no new arrivals or refugee children in 2016. Consistent with Departmental policy our school maintains a teacher, Mrs Aldina Craig, who is trained as the anti-racism contact officer (ARCO). In 2016 the small number of reports of racially offensive language were dealt with within the school's welfare and discipline policy and included referral to the ARCO. There were no reports of racism that required ARCO intervention. The school's ARCO and Student Welfare team will continue to monitor incidents of racism. Every year extension activities aligned to the Multicultural Perspectives Public Speaking Competition are provided for selected students with high academic ability in Years 3-6.

In 2016 there were 7 Aboriginal students in Year 3. The percentage of achievement in the top 2 NAPLAN Bands was improved from 2015 in the areas of Writing with 28.6% compared to 10% in 2015, Grammar and Punctuation with 28.6% compared to 20% in 2015 and Numeracy with 28.6% compared to 22.2% in 2015. Reading and Spelling percentages were less in 2016 compared to 2015.

In 2016 there were 4 Aboriginal students in Year 5. The percentage of achievement in the top 2 NAPLAN Bands was improved from 2015 in the area of Grammar and Punctuation with 25% compared to 18.2% in 2015. All other areas showed a lower percentage than the previous year, such as 25% of students in Bands 7 and 8 for Reading compared to 36.4% in 2015.

## Parent/caregiver, student, teacher satisfaction

Parent feedback on our school's performance was determined in a focus group format in monthly P&C meetings, at Meet the Teacher evenings, at parent-teacher interviews or with informal and formal complaints to the principal.

The general feedback from parents is positive and complimentary about the community atmosphere of the school. Areas improved in 2016 were:

- Introduction of Ethics classes as an alternative to Special Religious Education (Scripture)
- Opportunities for performing arts groups was increased such as dance festivals, guitar tuition and entries in local eisteddfod.