

Sunshine Bay Public School Annual Report



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Introduction

The Annual Report for 2016 is provided to the community of Sunshine Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Maree Dielman

Principal

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School background

School vision statement

Sunshine Bay Public School is committed to inspiring and supporting students in reaching their full potential in a caring and dynamic learning environment which promotes excellence.

School context

Enrolment in 2016 is 317 students. We have an established Multi Categorical class which has a student enrolment of 7. The school is now a registered KidsMatter school –part of an Australia-wide primary school's mental health initiative. Aboriginal enrolments for 2016 are 40 students which is approximately 12% of our total population. Indigenous student performance varies from excellent, to average on national testing, value added and attendance measures. Parents are generally supportive but not very active. The rate of voluntary contribution is about 40% but the rate of payment for major excursions is higher at about 55%. The school reputation in the community is reportedly “very good” and surveyed parents indicate a high promoter rate (85% in 2015). Student participation in sport is enthusiastic and the school enjoys “Silver” status in the Premier’s Sporting Challenge. Team sport is relatively weaker and has been for some time. Obesity rates in students are relatively low. Environmental education initiatives are improving strongly. Since 2015 the school now has established a vegetable garden, an environmental group, recycling and composting are a main focus. We were the winners of the Eurobodalla Learning For Life award in 2014.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

LEARNING

In the School Excellence Framework domain of **Learning** Sunshine Bay Public School (SBPS) has assessed our performance as ***Sustaining and Growing***.

SBPS staff set high expectations for the whole school, promote purposeful collaborative planning, effective teaching and learning programs, expect high standards of attendance and encourage active engagement and strong student voice. Aboriginal students have access to quality programs such as ‘Write it Right’ and NAIDOC Public Speaking to ensure a school wide collective responsibility for student learning and community engagement. SBPS has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of our students through our teaching and learning programs, welfare policy and connection to community. We have extensive systems in place to identify and address student learning needs through our understanding of PLAN data, Synthetic Phonics, Aboriginal Education and Wellbeing Policies.

At SBPS ‘Safety Respect Learning’ underpins the quality teaching and professional practice that are evident in every learning environment within our school, providing students with the opportunities to connect, succeed and thrive. Staff understand that student engagement and learning are related, with the school communicating priorities strengthening both. This is evident in the positive responses to our many and varied forms of communication, including school app, Facebook page, newsletters and website.

Our 3B’s, (Being, Belonging, Becoming) playgroup establishes active partnerships and works collaboratively to ensure continuity of learning for students. We actively collect information to support these students’ successful transitions to school. SBPS’s 3B’s playgroup has the largest intake of families in the Eurobodalla Shire.

Learning is integral to all aspects of our External Validation. Every student at SBPS brings a different set of experiences,

knowledge and skills to school with them, and understanding these are essential to planning their individual learning paths.

TEACHING

The results of this process indicated that in the School Excellence Framework domain of **Teaching** SBPS has assessed our performance as ***Sustaining and Growing***.

SBPS is committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Analysis of our NAPLAN data showed clearly that we needed to reflect on how we were teaching Literacy. Research showed the benefits of Synthetic Phonics, this linked with current trends and the work we were already doing with Multilit, Minilit and PreLit was a reassuring factor in choosing a school wide program that had a great deal of research around improving results in Literacy. This program ensures explicit, specific and timely formative feedback to students. The school drew on the expertise and leadership of staff from the wider community for further professional development. Data is used to evaluate teacher practices which have led to a focus on improved methods of teaching literacy. PLAN data is used regularly to track student performance and direct teaching programs and practices. Teachers work together to improve teaching and learning across their grades and stages. Analysis and tracking of PLAN is a focus of SBPS's professional development throughout 2015 and 2016. Aboriginal education has encouraged staff to work beyond their classrooms to contribute to broader school programs such as; Writeit Right, NAIDOC Public Speaking and NAIDOC week activities. Teachers and students utilise technology through appropriate and relevant pathways that also establish, maintain and support parents as active participants in the school and class setting. The formation of our playgroup has allowed us to draw on the expertise within our teaching staff to engage with community in a varied environment. A strong wellbeing focus has enabled staff to provide explicit and specific feedback to students using the common language of Safety, Respect and Learning.

SBPS is committed to high quality teaching and leadership. Lessons and learning opportunities are engaging and teaching strategies are evidenced based. Staff take a shared responsibility for student improvement and contribute to whole school programs.

LEADING

The results of this process indicated that in the School Excellence Framework domain of **Leading** SBPS has assessed our performance as ***Delivering***.

SBPS's school leadership team supports a culture of high expectations and community engagement. Our school community is committed to the school's strategic directions and have the opportunities to engage in a wider range of school-related activities as our evidence shows. SBPS has productive relationships with many external agencies including Eurobodalla Shire Council and University of Wollongong, improved educational opportunities for students is a result of programs developed and introduced by these agencies. Celebrations of culture, behaviour and academic achievements are embedded in our school plan and daily routines. The use of technology to give feedback to parents and the community on school performance is paramount to the school setting; they are continually updated on events and programs through this forum. We have streamlined our processes to deliver this information as efficiently as possible via our app, Facebook page, newsletter and website. SBPS supports students in all areas of learning and sets high expectations and aspirations for improving students learning across the school community. The school plan is a direct result of much deliberation and consultation of the school community as a whole. It was identified that local community places and people are viewed as under-utilised by our school. Our 2015-2017 school plan is monitored with accompanying timelines and milestones. School facilities are used well by outside agencies which strengthen our ties to community.

Overall the School Excellence Framework supports SBPS in our pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leadership. While Local Schools, Local Decisions, Great teaching, Inspired Learning, The Resource Allocation Model and The Rural and Remote Blueprint for Action form the basis of our decisions for reform, this Framework provides a guide for SBPS to monitor our progress and drive further improvements.

Our self-assessment and the external validation 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

Enhancing Literacy and Numeracy in the Classroom

Purpose

To provide learning experiences and opportunities, embedded in 21st Century teaching/learning, that will embrace and challenge students to achieve outcomes beyond expectations.

Overall summary of progress

A major emphasis of Strategic Direction 1 was the upskilling of staff in regards to writing and consistent teacher judgement when tracking students on the Literacy continuum.

Assessments for each writing area were developed, in consultation with staff. Staff meetings were held to develop professional understanding of how to teach writing.

There will be an increased emphasis on Comprehension in 2017, particularly focusing on main idea and character analysis.

Mathematics assessments were developed to track students on the continuum in PLAN. Further development will occur using mathematical language and staff in K–2 will be trained in Teaching Early Numeracy strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>2015 move 30% of students 1 point in NAPLAN writing, 2016 40%, 2017 50%.</p> <p>2015 5% of students complete ACARA writing assessment, 2016 10%, 2017 20%</p> <p>Track continuum literacy growth on Plan.</p> <p>90% of staff are using tracking devices to monitor student growth</p> <p>2016 all students K–3 reach multiliteracy goals.</p>	<ul style="list-style-type: none">• All Literacy and Numeracy markers now tracked on PLAN• All staff upskilled in analysing data• SBPS year 5 students have had an 8% increase in the number of students reaching proficient in mathematics and a 5% increase in reading year 5 from 2015 to 2016 NAPLAN• SBPS year 3 students have had a 22% increase in the number of students reaching proficient in reading and a 2% decrease in the number of students reaching proficient in mathematics.• Approximately 76% of K–3 students reached their multiliteracy goals.	<p>LAST support</p> <p>\$64000 – Socio Economic Background (13th classroom teacher employed)</p>

Next Steps

Strategies to maintain implementation of future directions:

Teachers now have a greater understanding of assessment, consistent teacher judgement and tracking data on PLAN. To ensure teachers report accurately they now have the evidence, assessments and knowledge to use this in their individual learning plans or semester reports to parents. Ongoing training and professional discussions will occur.

Work will continue, particularly in reading to develop comprehension skills. We will introduce Cars and Stars to all classes.

Synthetic Phonics will continue to be a focus in all classrooms. Staff will be continually updated on current research in this area. Our LAST and Instructional Leader (EAfS) will work with students not meeting grade/stage outcomes.

K–2 will be trained in TEN. A focus on place value will occur across the school. Resource boxes will be purchased for each class.

Strategic Direction 2

Home, School and Community

Purpose

As a result of the community engagement survey conducted in 2014, it was identified that local community places and people are viewed as under-utilised by our school. It was also identified that there was a need within our school to provide a greater link between the home, the school and the community by providing a variety of activities which would develop and strengthen these relationships. In doing so, experiences provided to the students should increase engagement and have a flow on effect to their learning and behaviour.

Overall summary of progress

IN 2016 Sunshine Bay Public School in conjunction with the Eurobodall Shire Council hold a weekly playgroup on school grounds. We started with an average of 3 to 5 families, by the end of 2016 we were hosting 10 to 12 families. This certainly has made transition to school much more successful for these students.

Parents now have many areas where they can obtain information about our school – an updated website, school app, electronic board and newsletters. This increase in how we communicate to families has ensured the message is getting to the correct people.

Our community connect morning teas, yarnups and parent teacher evenings are now well supported.

Transition to high school 6–7 has been fine tuned and communication between the high school and primary staff is now more regular and contact is less complicated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016 Principal, Kindergarten staff and student leaders visit feeder preschools. 2017 all feeder preschools visit Sunshine Bay Public School in terms 1, 2, 3 and 4.	Pre schools visited SBPS for a morning session.	\$6237
2015 year 6 staff to visit high school in term 1. 2016, 2017 T1, 2, 3, 4.	Open Evenings at local High Schools were bought forward to the beginning of the year. Students wishing to attend visited. Students with greater needs, eg anxiety attended the high school an additional 6 times over the year.	\$29836
Growth Coaching 2016 train executive & 20% staff, 2017 80%staff	An Aboriginal Education team was formed. Representatives from staff and community discuss learning, Personal Learning Plans and special events.	
Playgroup family number move from 5 regulars to 8 regulars	A teacher was employed 2 days per week to work with Aboriginal students on their PLP's and other identified concerns.	
Increase family numbers attending Yarnups from 50% to 70% in 2016		

Next Steps

In 2017 Sunshine Bay Public School will continue to improve our communication to parents and the community.

Each term a parent information session will be held to inform parents on a variety of classroom behaviours and teaching methods.

Term 1: Individual parent interview with classroom teachers.

Term 2: How to support your child in Literacy and Numeracy.

Term 3: History, Geography and Science

Term 4: Technology and cyber safety

Update website calendar so parents can easily see when activities are occurring in the school.

Strategic Direction 3

Wellbeing

Purpose

A change in focus is required to provide positive examples and expectations to all children and recognise those who meet our school code expectations without intervention. To develop a discipline structure that allows students self-regulation around their safety, respect and learning.

Overall summary of progress

Sunshine Bay Public School is continually reviewing best practice when addressing the needs of students in regards to wellbeing. The introduction of 'OOPS' has been a great success as students are given the opportunity to reflect on their behaviour. Students are being supported in the playground by having options to go to a games room or the Library if the playground is overwhelming.

Staff are supported through Assistant Principal Welfare to manage wellbeing concerns. We are developing a working relationship with local suppliers to meet the students needs eg. Muddy Puddles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All staff will engage in Professional Development and implementation of Social and Emotional Learning program</p> <p>2016 a 15% decrease and 2017 a 20% decrease from preceding year.</p> <p>2016 train all staff to develop, instudents, resilience and social skillsto improve their mental health andimprove learning capability.</p> <p>2016 and 2017 train student leaderin Kids Matter (STARS) to be able tosupport students in playground andclassroom.</p>	<p>Our goal to decrease incidents was achieved in all areas.</p> <p>Records show that incidents in regards to Safety decreased by 10%, Learning by 20% and Respect by 50%.</p> <p>All staff were exposed to training in developing resilience and improve social skills throughout 2016. This will be an ongoing area of development.</p> <p>Our Student Representative Council have taken on the joint role of leaders and STARS.</p> <p>SLSO's have been employed, where needed to support students in the classroom and playground.</p> <p>SLSO's have been employed to support student learning in classrooms. K-6 have an aide between 2 classes.</p> <p>Our MC class is being exposed to a greater range of activities, including the employment one day per week of a specialist gymnastics teacher.</p>	<p>In school development by mentors.</p> <p>\$22173 – Professional Learning</p> <p>\$135000 – Socio Economic Background</p>

Next Steps

2017 all staff attend professional development by Bill Rogers – Managing Difficult Behaviours.

Support staff attend professional development presented by Far South Coast Network.

Continual adjustments to policy.

Teachers allocated a buddy class to support with behaviours.

Personal Learning Plans developed to manage students behaviours.

Letters home to parents adjusted to have an overview of behaviour concerns.

Learning and Support meetings held each even week.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	SLSO's were placed on each grade to support adjustments made for individual students. Personal Learning Plans were developed in consultation with parents, carers and staff.	\$138693
Quality Teaching, Successful Students (QTSS)	<p>Executive were released on a rotational roster to support teaching staff. They modelled lessons, supported programming and behaviour management strategies. Staff were supported in workshops delivering Consistent Teacher Judgement.</p> <p>Staff felt supported and gains were made with the increase of explicit instruction to students.</p>	One day per week staffing allocation.
Socio-economic background	<p>An additional classroom teacher was employed to reduce the number of composite classes.</p> <p>Funds were allocated to support staff in training in Literacy and Numeracy.</p>	\$289458

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	153	157	147	152
Girls	177	191	181	175

Sunshine Bay Public School has a student enrolment in 2016 of 327. This enrolment has been similar for the last two years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	91	92.4	90.3
1	92.7	91.1	91.4	92.6
2	92.7	92.8	91.7	91.6
3	91.3	91.8	93.1	90.8
4	93.2	92.8	91.4	91.6
5	91.3	92	93.3	90.2
6	90.6	88.9	92.7	93.2
All Years	92.1	91.5	92.3	91.4
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

Management of non-attendance

Sunshine Bay Public School is proactive in managing students non attendance. Together with the Home School Liason Officer (HSLO) a role designated to an Assistant Principal is monitoring attendance. Students are monitored closely through:

- Consistent communication between parents by letter of communication, telephone or interview.

- Stringent adherence to attendance policy

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.09
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	3.92
Other Positions	0.52

*Full Time Equivalent

Sunshine Bay Public School has two permanent Aboriginal classroom teachers, one permanent Aboriginal School Administrator Manager and two temporary Aboriginal Student Learning Support Officers in 2016.

Sunshine Bay Public School has a large range and talented workforce consisting of beginning teachers to highly experienced teachers.

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	25

Professional learning and teacher accreditation

The teaching staff of Sunshine Bay Public School participated in a number of professional development activities designed to build the capacity of staff to achieve some of the key priorities as set out in our School Plan. All staff were trained in the teaching of Literacy using the philosophy of Synthetic Phonics.

During 2016 no New Scheme teachers were accredited.

Teachers had access to a range of professional development:

- CPR and Anaphylaxis – all
- Four staff attended a special education conference
- Three staff attended 'Get Reading Right'
- One staff member attended the Rural and Remote Conference
- All staff were developed in the Geography Syllabus
- Two staff attended an Aboriginal Teachers Conference
- Three staff attended "Understanding and Plotting Plan Data"

Whole School Professional Development workshops have included:

- School reporting
- Plan Data
- The School Plan
- Planning and programming using the Science, History and Geography Syllabus
- Emergency Care
- NAPLAN data
- Using Google classroom
- School policy and planning
- Consistent teacher judgement – particularly in writing

New scheme teachers are required to achieve and maintain proficiency. In 2016 88% of teachers at Sunshine Bay Public School are accredited at Proficient.

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

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	196 037.00
Global funds	295 383.00
Tied funds	443 216.00
School & community sources	70 102.00
Interest	5 476.00
Trust receipts	8 659.00
Canteen	28 030.00
Total income	1 046 903.00
Expenditure	
Teaching & learning	
Key learning areas	9 996.00
Excursions	39 151.00
Extracurricular dissections	21 744.00
Library	1 586.00
Training & development	6 219.00
Tied funds	418 825.00
Short term relief	137 506.00
Administration & office	42 627.00
School-operated canteen	33 755.00
Utilities	39 015.00
Maintenance	38 398.00
Trust accounts	8 536.00
Capital programs	0.00
Total expenditure	797 358.00
Balance carried forward	249 545.00

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

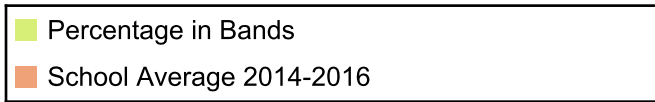
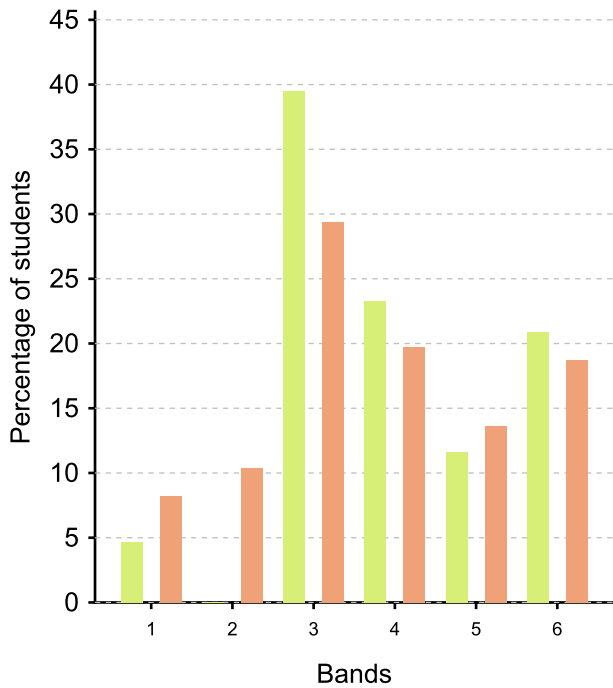
NAPLAN

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.

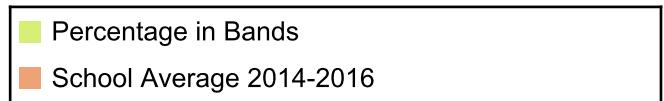
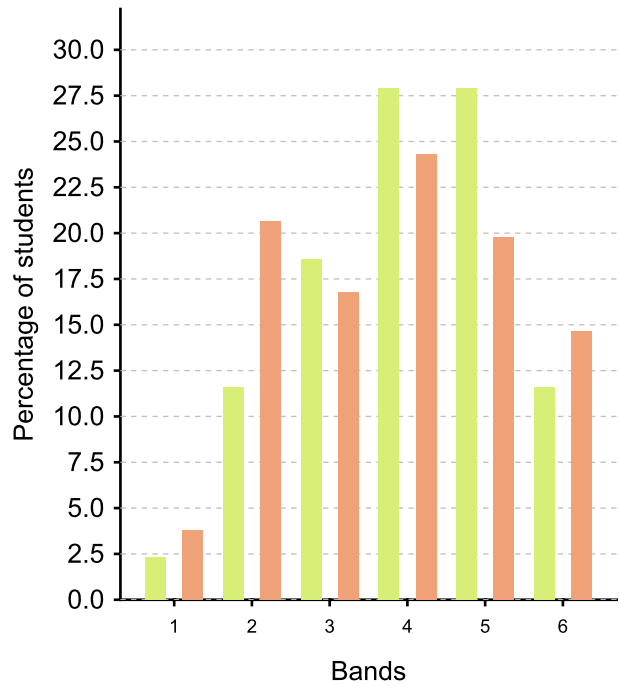
IN 2016 we have continued the trend in reading to decrease the gap between proficiency in school and state in year 3 and 5 reading. Year 3 writing and spelling are showing consistent growth.

Sunshine Bay Public School is above state average in growth of students in reading, spelling and grammar and punctuation.

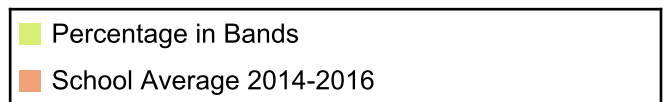
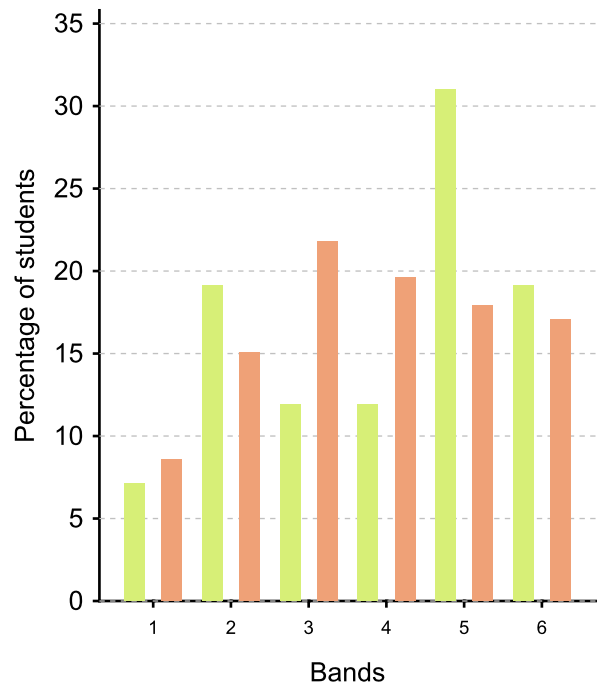
Percentage in bands:
Year 3 Grammar & Punctuation



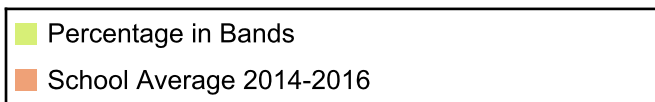
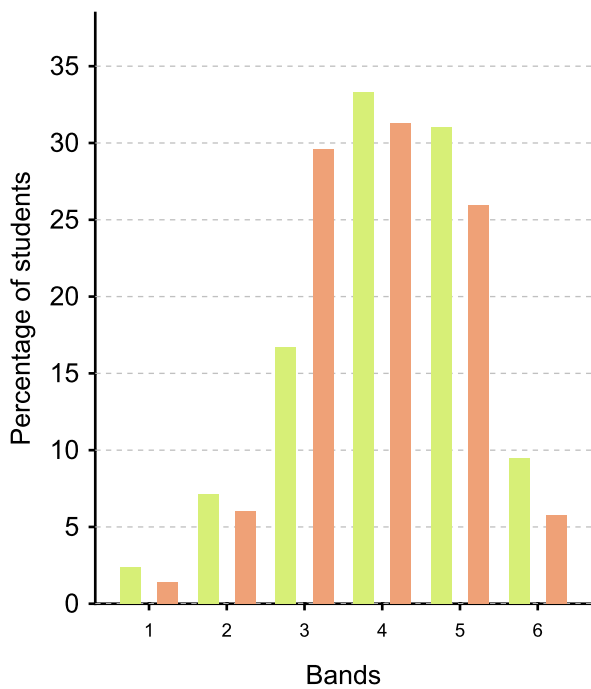
Percentage in bands:
Year 3 Spelling



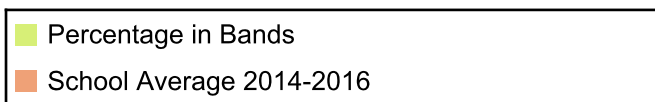
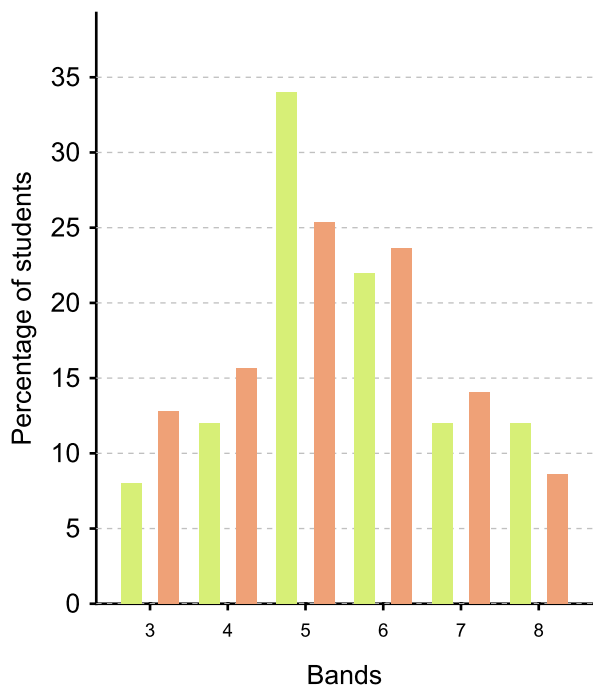
Percentage in bands:
Year 3 Reading



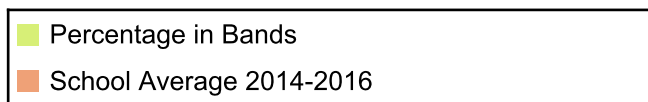
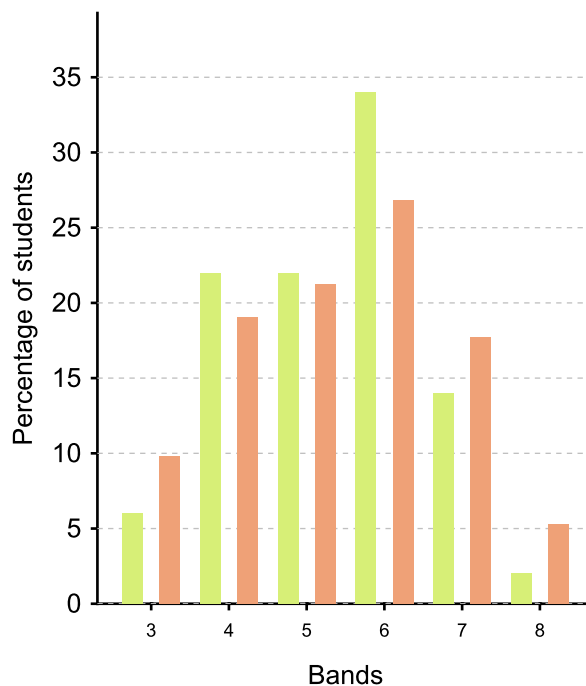
Percentage in bands:
Year 3 Writing



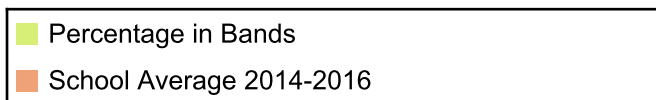
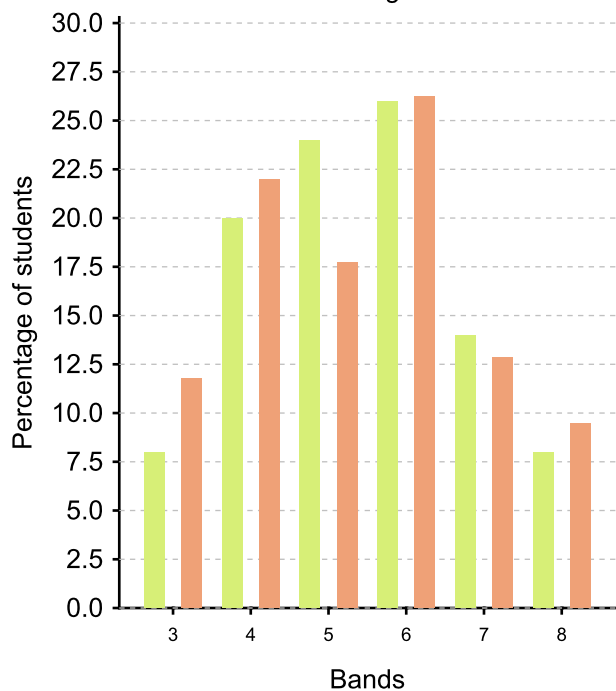
Percentage in bands:
Year 5 Grammar & Punctuation



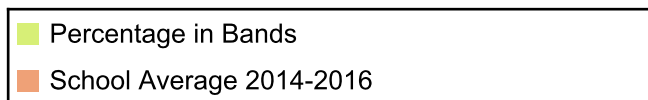
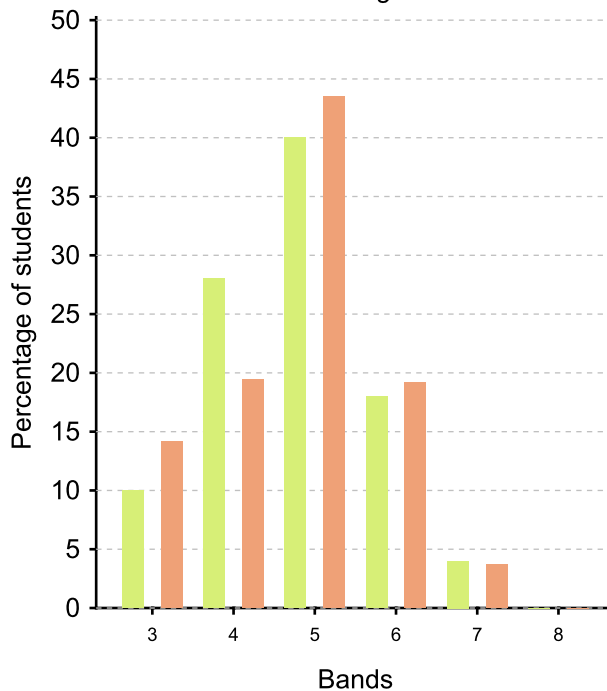
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



IN 2016 Sunshine Bay Public School showed a strong achievement and growth in Numeracy. Students achievement in Numeracy in NAPLAN demonstrates an increase in students achieving proficiency has risen in both Year 3 and 5 students..

Numeracy will continue to be a focus in 2017 with all K-2 staff being trained in TEN – Teaching Early

Numeracy and 3–6 staff being supported by executive to gain a better understanding of how students learn best in regards to Numeracy. Targeted professional learning and implementation of in school standardised assessments to extend the available data to inform teaching.

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.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below:

5% of parents replied to the survey

Parents:

Parents and caregivers of students were invited to provide feedback to the school on:

Success of the school: Harmony Day, Community Connect Morning Tea, Little Olympics, Newsletter. App, Assemblies, Strong Literacy, environment work, being welcomed into the school, kids look happy, giving students a welcoming and relaxed environment in which to learn and always welcome.

What could we do better: more art events, keep parents updated, mindfulness, raise money to support a cause and always have teachers be available before and after school

Words that describe our school: inclusive, nurturing, encouraging, friendly, consistent, peaceful, approachable, fun and awesome.

Students:

Year 5 and 6 students completed the Tell Them From Me Survey on 2016. Some results are:

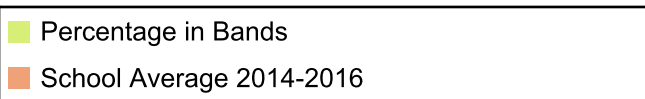
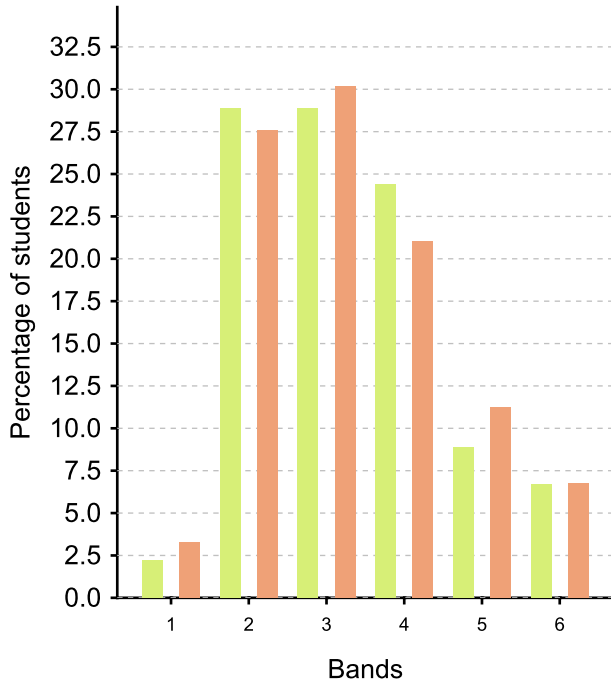
- 100% of students in this school valued School Outcomes
- 90% of students had positive behaviour
- 81% of students in this school were interested and motivated.
- 90% of students in this school tried hard to succeed.
- Positive Teacher–Student Relations were rated 8.5 out of 10. The NSW Govt norm for these years is 8.3.

Teacher:

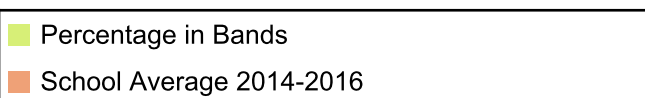
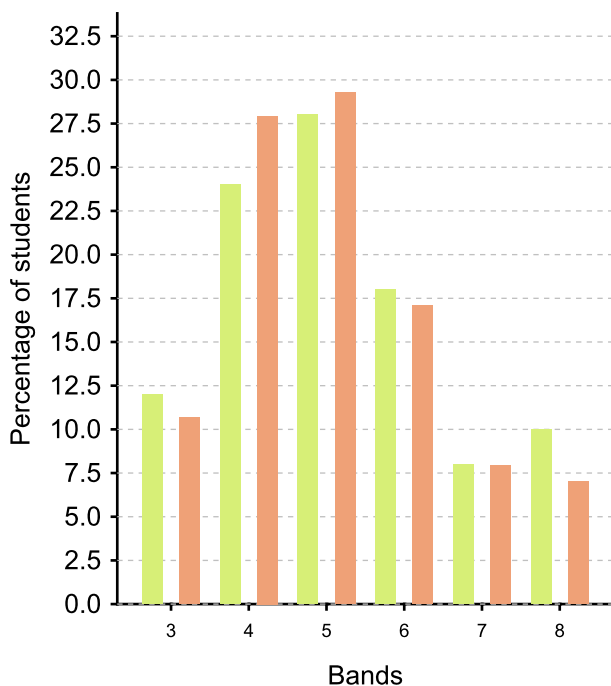
Success of the school: Camps, Excursions, positive teacher student relationships, behaviour management, support by colleagues and professional development.

What could we do better: Communication with parents, time management and transfer student data from one year to the next.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Policy requirements

Aboriginal education

Sunshine Bay Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

In 2016 13% of our students identify as Aboriginal and/or Torres Strait Islander descent.

Sunshine Bay Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed at the front of the school.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding.
- A support teacher specifically supporting all Aboriginal and Torres Strait Islander students in the classroom and playground when needed.
- Aboriginal Education Team meets eight times a year to discuss needs and support events such as NAIDOC week.
- A yarn up is held each term where all Aboriginal and Torres Strait families are invited to attend.

Multicultural and anti-racism education

Sunshine Bay Public School has two fully trained Anti-Racism Contact Officers (ARCO) who are contacted when the need arises with staff students and parents and the community. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being safe and being a learner help support these values.

There was one reported incident in 2016.