

# Shoalhaven Heads Public School Annual Report



2017



1625

## Introduction

The Annual Report for **2017** is provided to the community of **Shoalhaven Heads 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.

I am very proud to have become the Principal of Shoalhaven Heads Public School in 2018 and look forward to continuing to lead the school community into the future.

Sarah Baker

Principal

### School contact details

Shoalhaven Heads Public School

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## School background

### School vision statement

At Shoalhaven Heads Public School we strive to provide a safe and caring learning environment where we celebrate differences, foster friendships and focus on students achieving their best.

Our vision is to guide our students to be respectful and responsible young adults who will participate positively and succeed in society.

### School context

We have approximately 195 students from K–6.

We have every student's wellbeing in mind to ensure they are in a warm and nurturing environment tending to their specific and individual needs.

We are a PBL school and instil our values of Respect, Responsibility and Safety selected by the community, students and staff at all times. Our PBL rewards are intertwined with our wellbeing system to ensure we are acknowledging the great efforts of all our students.

We have a stable staff of experienced and younger teachers determined to serve the best needs of the community. From the stability within the staff we are able to engage students through varied curriculum choices which meet the academic, vocational, sporting and social needs of our students.

Our school plan is currently being developed in consultation with staff and the wider community of Shoalhaven Heads and they have proactively engaged in the process to assist in setting the strategic directions of our school.

The Shoalhaven Heads community are active participants in school events and the development of stronger partnerships and programs within the school setting and enabling our students to gain exciting and challenging life experiences.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

The results of this process indicated the progress achieved by Shoalhaven Heads Public School across the domains of Learning, Teaching, and Leading is at Working Towards Delivering in many areas across the whole school. The executive and school teams have determined areas for development and this is documented in our evidence. In regards to school self assessment there are several areas that we believe we need to implement for our evaluation process.

These are:

- Raising educational aspirations across the whole school community
- Using the AITSL Professional Teacher Standards and PDPs to drive change and growth in the professional practice of all teachers
- Consistent use of student assessment data to drive school planning
- Regular monitoring and evaluation of school processes and practices in the school plan built into staff meetings and TPL schedules.
- Closer alignment of school plan and new SEF document to drive continued school improvement.
- Using the Wellbeing Framework to implement practices that better support the 'whole child'.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Student Learning

#### Purpose

To produce classroom programs that explicitly teach students to be literate, numerate, creative, productive thinkers and users of technology. As a result of our classroom programs students will learn to think deeply and logically, obtain and evaluate evidence in a disciplined way. Students will have opportunities to be creative, innovative and resourceful. Students will be taught how to plan activities independently. Students will learn how to collaborate, work in teams and communicate ideas.

#### Overall summary of progress

Shoalhaven Heads Public School implemented L3 pedagogy to improve teachers ability to explicitly teach students literacy skills.

Executive staff worked toward developing a whole school scope and sequence. The delayed implementation will continue during the next planning cycle.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students reach expected achievement levels, as measured by external and internal data.		Shoalhaven Heads will continue to work towards achieving this improvement measure.
Learning Support practices are effective in supporting students and teachers.	Employed additional learning support teacher to work with young writers experiencing difficulty.	Shoalhaven Heads will continue to refine the updated Learning Support practices over the next three years.
Learning Support Evaluation to be carried out to determine strengths and future directions of the school to enhance student learning.	Release time used to evaluate current learning and support practises.	Evaluation complete, implementation planned for 2018.
Strengthen and further develop transition plans with community of schools to ensure students are supported as they move to high school.		Shoalhaven Heads will continue to work consultatively with the CoS to provide strong transition programs for moving to high school and from preschool to kindergarten.

#### Next Steps

Shoalhaven Heads will be implementing a new 3–year plan and will build on the achievements of the past.

Shoalhaven Heads will implement Visible Learning (VL) strategies across the school to strengthen student learning ownership and outcomes.

Common and consistent quality teaching, assessment and reporting through the school community to build collaborative learning partnerships.

## Strategic Direction 2

### School and Community Learning

#### Purpose

Teachers have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st Century learners. Teachers with the capacity to understand and implement the new National standards. Staff who achieve professional leadership at all levels. All support staff have the opportunity to engage in meaningful, appropriate professional learning that supports their work with students and staff. Our staff engages in opportunities to understand and develop their leadership skills and influence decision making in the school. Staff engage proactively with the community to ensure relevance based learning.

#### Overall summary of progress

Plan data was collected by all staff. Professional discussions were held to determine consistency of teacher judgment regarding student progress. The implementation of training in how to use this data to drive instruction was delayed.

An evaluation of learning and support program was undertaken and checklists were developed to prioritize caseload.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have professional development plans that reflect school priorities and identified professional learning goals.	\$500.00	Professional learning for School Administration Manager (SAM) to support non teaching staff to plan and write professional goals.
Targeted professional learning ensures that teaching and learning programs reflect student needs and syllabus outcomes, utilising assessment data to plan for student learning.	\$6000.00	L3 training was provided to Early Stage 1 teacher.
Teaching and learning programs show how teachers are catering for student differentiation.		Teaching programs reviewed by executive.

#### Next Steps

Teachers will be provided with opportunities to build their professional capacity to provide precision, personalization and purpose to lessons for students. Visible learning strategies will be embedded in all classrooms.

The learning and support processes will be refined over the next planning cycle.

L3 training to be implemented into all stage 1 classes in 2018.

## Strategic Direction 3

### Culture and Values

#### Purpose

To work across the school community to embed a positive culture and set of values based on our three expectations of Respect, Responsibility and Safety.

To use PBL to achieve a culture where success is valued and a strong social conscience is developed.

#### Overall summary of progress

Students participated in community events including;

- Working with landcare during National Tree Day
- The school band, choir and ukulele groups all preformed at the local community hub throughout 2017
- Year 6 met with the Red Cross
- Stage 3 attended the community ANZAC ceremony

Individual behaviour plans were put in place for identified students requiring additional support

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL practices are evident in all settings and meet all student needs.	\$2000.00	Universal level PBL throughout the school. Training started in tier 2.  Student reward days funded at achievement of whole school behaviour targets.

#### Next Steps

Revitalise PBL through staff training and a more cohesive approach throughout the school and strengthen the values of Shoalhaven Heads Public School.

To investigate strategies that promote positive school culture and communication.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Release from regular duties was used to collaboratively create Personal Learning Pathways  \$10000.00	Having the traditional tree scarring which is local to our area and local in design has helped view positive community partnerships and building positive thoughts about the school grounds becoming welcoming to all.  The PLPathways were not all conducted.  The process of meeting discussing and setting students and the families goals will need to be refined.
<b>Low level adjustment for disability</b>	\$25000.00	The use of SLSO's to ensure students of low level needs were given support.  The purchase of wobble chairs and stools enabled students with sensory need were catered for.  School Learning Support Officer was employed to support students with low level disability adjustments.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$5000.00	Release from regular duties was used to allow staff to observe others teaching practice.
<b>Socio-economic background</b>	\$5000.00	Resources were allocated based upon family applications to ensure no student is disadvantaged or misses educational opportunities.  With particular families and circumstances being flagged to ensure students were included into excursions, incursions, and transition opportunities.
<b>Support for beginning teachers</b>	\$11000.00	Ensured they had extra time off class to develop programming, assessment and classroom management strategies by watching other teachers teach. They also had time to complete the accreditation process in release from regular duties.  One beginning teacher attended training in Multisensory Language instruction to support improved practice in teaching spelling, reading and writing.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	83	101	96	94
Girls	89	97	93	100

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	94.1	93.6	95
1	96.3	93.9	94.6	93
2	95.9	95.8	93	92.7
3	95.1	93	95.2	93.5
4	94.1	94.3	94.7	93.1
5	96.3	92	92.3	89.5
6	96	93.7	93.3	90.5
All Years	95.5	93.9	93.8	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance at Shoalhaven Heads Public School is managed through consistent monitoring by classroom teachers. Attendance concerns are discussed at Learning and Support meetings. Parents are reminded of their obligation to support responsible attendance.

- Students causing concern are referred to the Home School Liaison Officer (HSLO) if attendance plans do not see improvement.

### Class sizes

Class	Total
GR0004	20
GR0007	22
D12965	31
D14152	32
ER0008	26
ER0005	27
HR0006	24
HR0004	23

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0

\*Full Time Equivalent

Shoalhaven Heads has two staff members that identify as Aboriginal or Torres Strait Islander.

### 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	0

## Professional learning and teacher accreditation

All staff participate in Professional Learning that is designed to support the implementation of the school plan.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	93,120
<b>Revenue</b>	1,893,982
Appropriation	1,840,914
Sale of Goods and Services	5,881
Grants and Contributions	46,418
Gain and Loss	0
Other Revenue	0
Investment Income	769
<b>Expenses</b>	-1,824,001
Recurrent Expenses	-1,824,001
Employee Related	-1,650,366
Operating Expenses	-173,635
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	69,981
<b>Balance Carried Forward</b>	163,101

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,458,436
Base Per Capita	28,884
Base Location	4,327
Other Base	1,425,225
<b>Equity Total</b>	131,247
Equity Aboriginal	20,376
Equity Socio economic	29,226
Equity Language	0
Equity Disability	81,645
<b>Targeted Total</b>	0
<b>Other Total</b>	65,893
<b>Grand Total</b>	1,655,576

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

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.

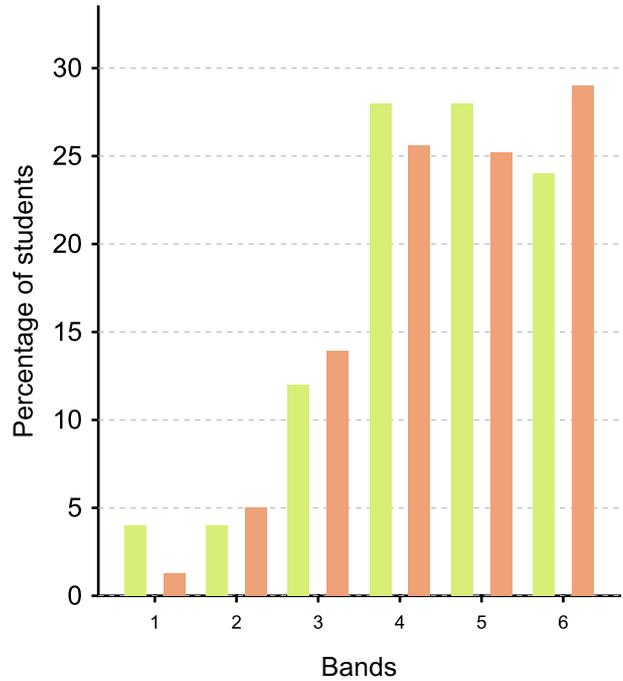
# School performance

## NAPLAN

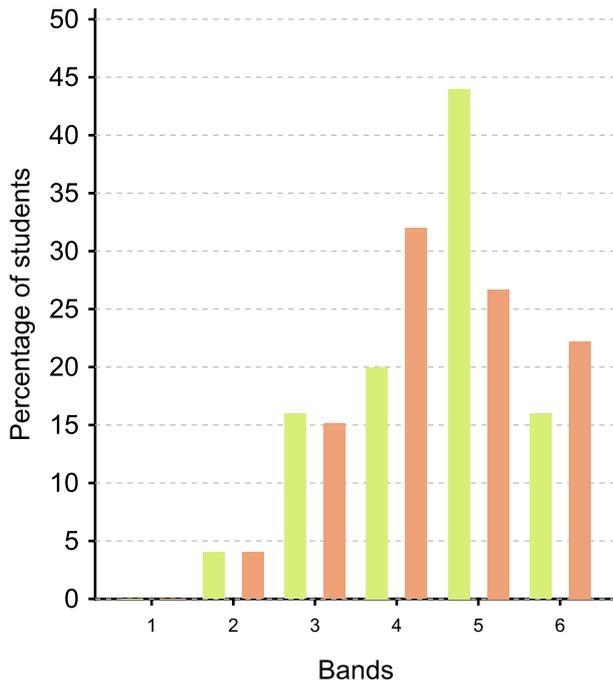
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN is one indicator of student achievement in Literacy

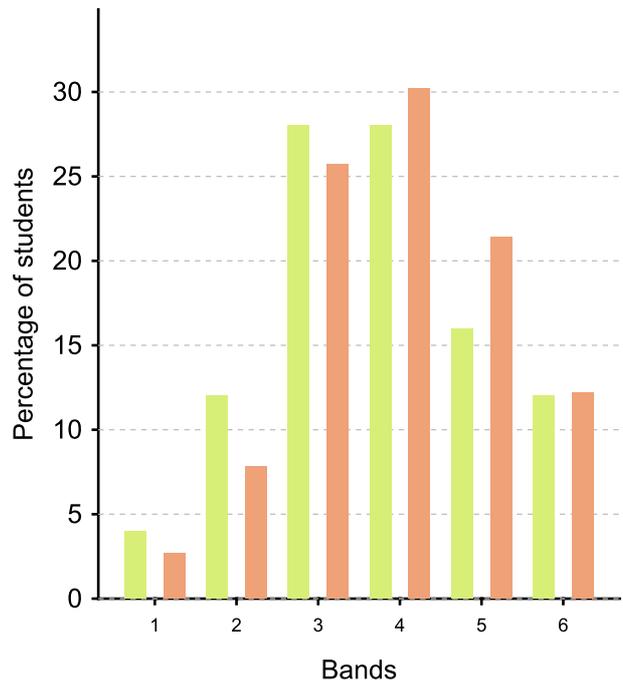
**Percentage in bands:**  
Year 3 Reading



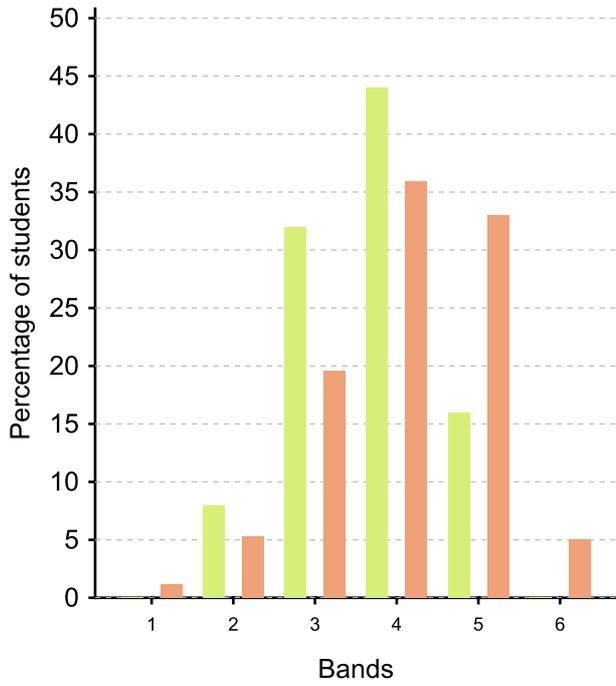
**Percentage in bands:**  
Year 3 Grammar & Punctuation



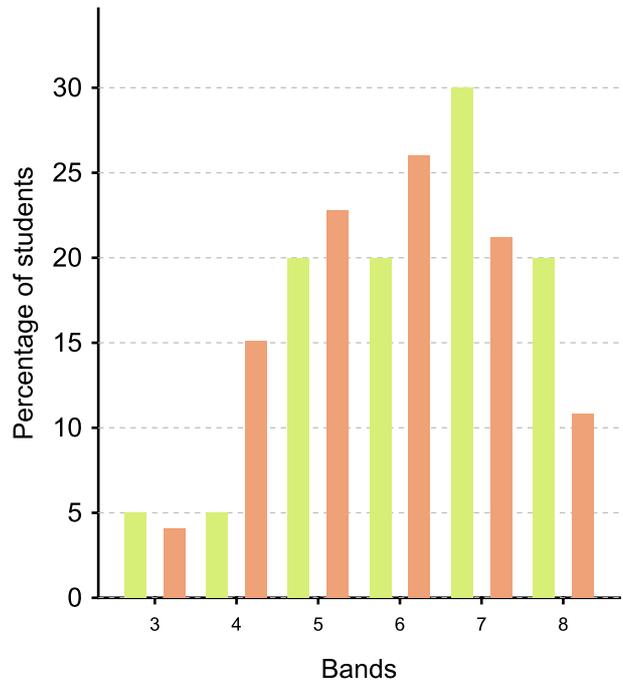
**Percentage in bands:**  
Year 3 Spelling



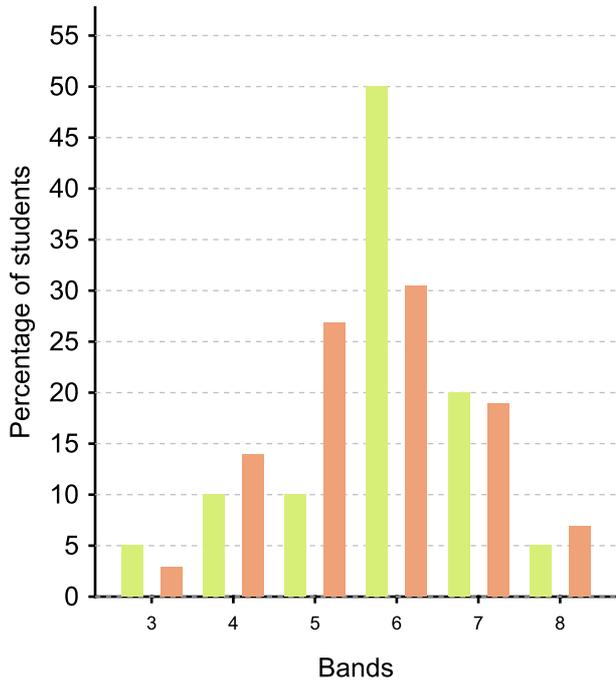
**Percentage in bands:**  
Year 3 Writing



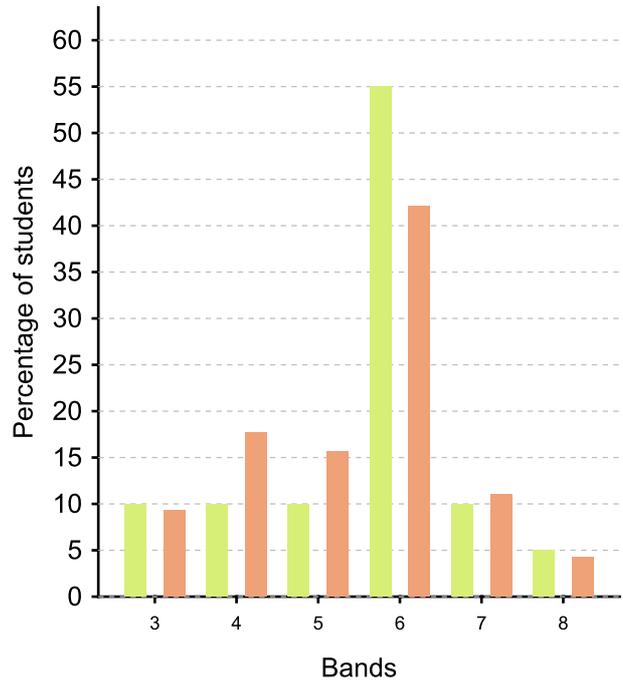
**Percentage in bands:**  
Year 5 Reading



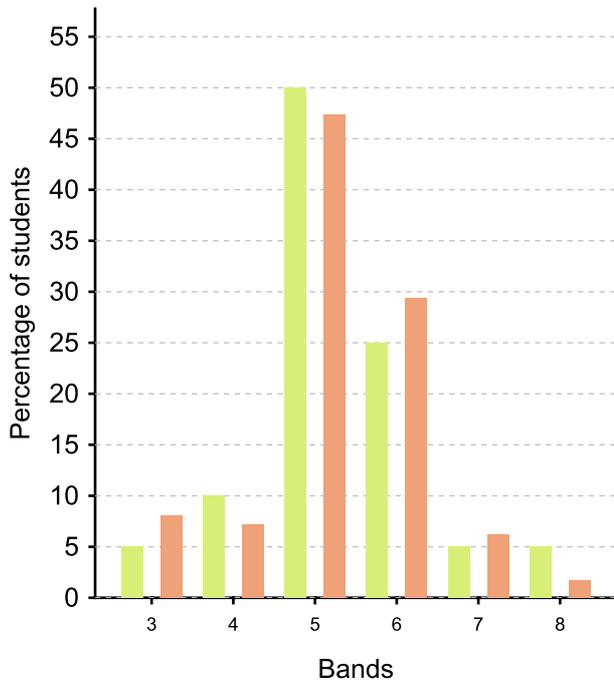
**Percentage in bands:**  
Year 5 Grammar & Punctuation



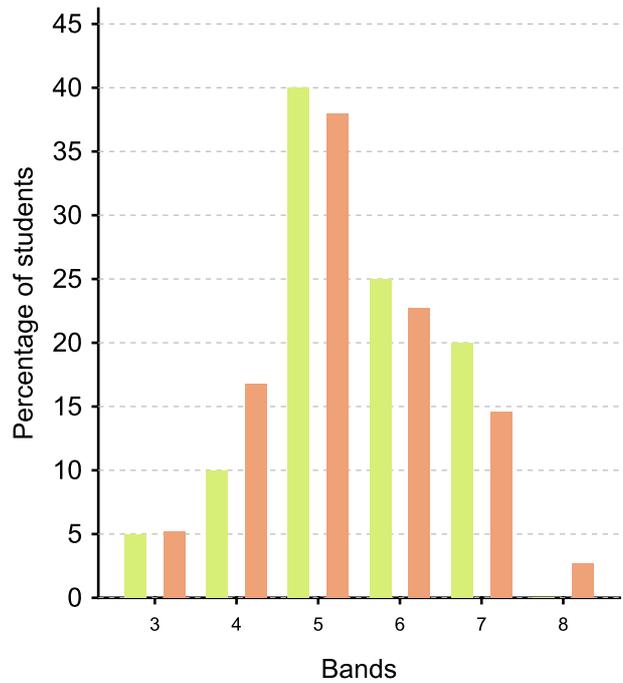
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



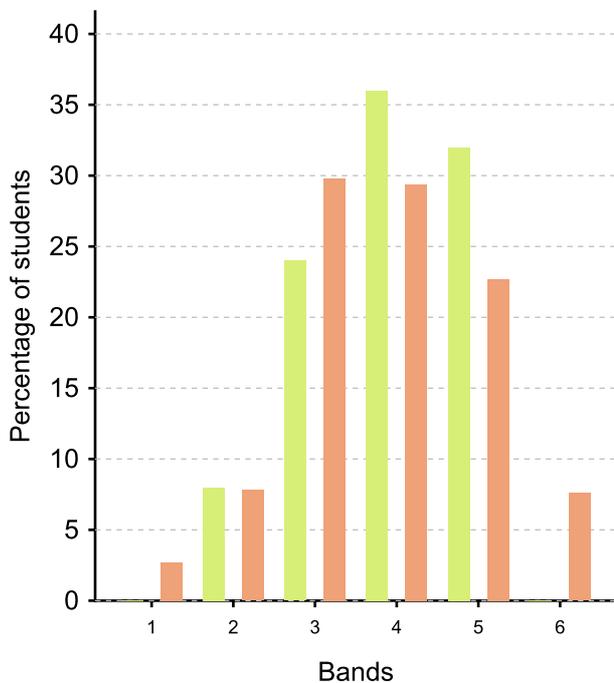
**Percentage in bands:**  
Year 5 Numeracy



NAPLAN is one indicator of student achievement in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

**Percentage in bands:**  
Year 3 Numeracy



## Parent/caregiver, student, teacher satisfaction

Internal survey results identified that overall satisfaction with Shoalhaven Heads was sound.

## Policy requirements

### Aboriginal education

Shoalhaven Heads Public School recognises Aboriginal and Torres Strait Islander (ATSI) people as the traditional custodians of the land. At important gatherings such as the Annual Presentation Day assembly, the school acknowledges elders past and present and extends that respect to Aboriginal people present at these ceremonies.

All students celebrated our shared history throughout the year including opportunities to play traditional aboriginal games and learn from dreaming stories.

NADOC week's 2017 theme 'Our Languages Matter' gave further opportunity to celebrate the strength and resilience of our first people. A mural and garden was built by students, teachers and John Rivas to stand as a visible reminder of the pride we share.

A staff member attended the local AECG meetings.



### Multicultural and anti-racism education

Shoalhaven Heads Public School implements a culturally inclusive curriculum which reflects the cultural, linguistic and religious diversity of our society.

In 2017, there was no trained Anti Racism Contact Officer (ARCO) on site at Shoalhaven Heads. Staff have been identified for training in 2018.