

Pottsville Beach Public School

Annual Report



2017

Introduction

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

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Principal

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Message from the Principal

Throughout 2017, Pottsville Beach Public School continued to instil the school motto of 'Courage, Loyalty and Truth' into all facets of school life. The school's implementation of the School Plan occurred in close partnership with our active and supportive parents, and community group. The Annual School Report highlights the key achievements of our students, staff and community across a variety of areas. I acknowledge and commend the efforts of all stakeholders who have shown unwavering commitment to ensuring that Pottsville Beach Public School remains a valued hub in the community and is achieving in the three school plan areas of leadership, community relationships, engagement and learning.

Pottsville Beach Public School is an outstanding example of public education. It is a place where each student is encouraged and supported to reach their individual potential, community are authentically involved in the planning and progress of the school and the staff are talented and committed to the profession of teaching. Pottsville Beach Public School provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social pursuits.

During 2017, many school and community successes were celebrated and promoted with the wider school community. The dedication and commitment of the teaching and support staff ensured that students were provided with quality experiences that supported both high expectations and strong student engagement. Authentic and consistent parent and community engagement continued to be a focus for the school. Parent and community feedback was continually sought, and programs and processes were amended to ensure that school strategies and directions met the needs of the wonderful community we service. Strong school community partnerships were evidenced through the highly successful Education Week events and annual carols night. The community support definitely added to the overall success of the showcase initiative. The school achieved a safe and harmonious school environment through the ongoing commitment to You Can Do It program. The school profile continued to be raised through quality programs as evident in the number of students enrolling in both the school and Kindergarten. In 2017, the school continued to work towards excellence. I thank the staff, students and community for their commitment and dedication to ensuring that Pottsville Beach Public School continues to be a school where all stakeholders feel valued, supported and have their educational needs met.

School background

School vision statement

The school's vision is to provide excellence in educational learning experiences and opportunities for students within a caring environment. This is ensured by providing effective operations at all levels. The school prides itself on the provision of excellent programs ensuring students reach their potential and become confident, creative individuals.

School context

Pottsville Beach Public School is located in the far north coast of NSW on the beach. The school's background is natural bush and with the Pacific Ocean at the school's doorstep. We draw students from the country town of Pottsville which has grown rapidly over the last 10 years. Approximately 8000 people now call Pottsville home.

Our staff are highly qualified educators who seek out innovative learning experiences for their students whilst ensuring that each student maximises their potential and enjoys their time at Pottsville Beach Public School. Our school is characterised by the pursuit of academic excellence, the fostering of students' cultural and sporting talents and the promotion of personal growth through the development of confidence and positive self-esteem for all. The school provides quality learning opportunities that empower our students to live in and contribute to a changing society.

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. This year staff at Pottsville Beach Public School undertook the self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence.

The teaching staff collected evidence and then reviewed the data to form judgements about Pottsville Beach Public School's performance. This process produced the following observations and conclusions; The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The community and students have a clear understanding of the processes used by the school to ensure increased levels of engagement of students, in their learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. Staff maintain currency of knowledge about requirements to meet obligations in departmental policy. Attendance rates are regularly monitored and action is taken promptly to address issues with individual families. Our attendance rates are meeting state and department expectations. Overall in the domain of learning the school assessed itself at:

Learning Culture –Sustaining and growing

Wellbeing–Sustaining and growing

Curriculum and learning– Delivering

Assessment and Reporting– Sustaining and growing

Student Performance Measures–Delivering

Our major focus in the domain of Teaching has collaborative planning across all areas of the teaching cycle. Staff have fine tuned resources, written subject programs and shared teaching strategies to advance the quality of teaching at each grade level. Teachers have used data analysis to inform decision making and grown their teaching practice through classroom observations, reflections and feedback.

Overall in the domain of teaching the school assessed itself at:

Effective classroom practice– Sustaining and growing

Data skills and use– Sustaining and growing

Collaborative practice– Delivering

Learning and development– Delivering

Professional standards– Delivering

In the domain of Leading the school's key focus area has been to build leadership capacity and succession planning. At Pottsville Beach PS, we have had over the past 12 months a number of our executive team in relieving roles. It has been important to build the leadership skills and capacity of the team as a collective and the individuals therein. This has ensured the school's vision remains paramount and that the milestones are met in each strategic direction of the school plan. Leaders and aspiring leaders use a Professional Development Plan process to identify areas for growth and future action. Overall in the domain of teaching the school assessed itself at:

Leadership– Sustaining and growing

School planning, implementation and reporting–Delivering

School resources–Sustaining and growing

Management practices and processes–Delivering

Our self-assessment 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:

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

Strategic Direction 1

Leadership

Purpose

Build and develop staff capacity through focused professional learning and development. Staff engage in professional learning that is relevant and future focused. Students are an active voice in decision making. Students have opportunities to be creative, innovative and resourceful.

Overall summary of progress

The majority of this strategic direction was achieved in 2016. The school valued added to the direction in 2017. Student leadership opportunities were substantially increased after consultation with staff, students and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100 % of teaching staff have a PDP and have undertaken targeted PL.	Teacher Professional Learning Funds used to support staff training \$45000	Achieved by 100 % of teaching staff.
Recognition and appreciation for continued education and training among staff indicated by changes in Teaching and Learning Programs.	Low SES funds \$8000 TPL– portion of \$45000 used to support staff training.	Executive feedback reported that programs reflected new learning by staff about the national curriculum. Stage Planning has incorporated PI initiatives undertaken by staff.
100 % of executive team is comprehensively trained in Aitsl Leadership Profile and Bostes standards.		Completed in 2015.
Student voices ,opinions, their ideas and decisions are implemented within the school evidenced by discussion at SRC meetings	Low SES funds– \$6000	Programs for students all fully implemented in 2016/17. Success measured by the number of students applying for these roles– % increase in 2016 Leadership roles expanded in 2017 with job descriptions and student feedback used to inform a number of policy and programs.

Next Steps

New strategic directions will be developed with stakeholders. There will be no further work on this strategic direction in 2018–20 outside meeting the needs of individual staff who identify this as priority in their Professional Development Plan. Student voice as part of learning is being given consideration as part of the new school plan for 2018–20.

Strategic Direction 2

Learning and Engagement

Purpose

Students are literate, numerate, creative and productive users of technology. Students can think critically and logically. Students are socially, environmentally and culturally aware. Students that collaborate, work in teams and communicate ideas to make sense of their world.

Overall summary of progress

Learning and engagement will continue to be a focus for the school. The school moved in a different direction with differentiated learning spaces trialled in several grades throughout 2017. This trial raised engagement levels and will be part 2018–20 plans. Technology once again raised the bar for student engagement with the successful trial of BYO in stage 3. Expansion of BYOD will be looked at for incorporation into the 2018–20 plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching is each KLA is explicit, integrated and differentiated to support student learning	Low SES funds, Indigenous students funds and low level disability all contributed funds towards achievements. Total \$40000	Stage based planning and professional learning was successfully used throughout the year.
NAPLAN & PLAN data analysed & evidence of explicit teaching in identified areas.	TPL and Low ses funds used \$4000	Review of Plan data enabled staff to focus teaching at specific students needs. Naplan doesn't provide the diagnostic detail required and was discounted by staff.
100% of staff teach the Science and Technology unit (Evidence identified in teaching and learning programs)	Ram equity funding used \$1000	Additions made to resources in 2017. Professional learning time given to staff. Robotics program funded with resources and time allocations. Expanded role for Eco warriors.
100% of staff will implement the Science and Technology syllabus	No new resources used.	Completed 2015
All teachers have knowledge and expertise in PLAN as evidenced in Teaching and Learning Programs.	Software purchased using a combination of Low SES, aboriginal and school funds. \$11,000	Years K–2 collect evidence to make judgements on PLAN. Teaching staff compare judgement to ensure consistency across the grade. Development of Plan into years 3–6 was halted when DoE announced a move to an alternative program.
100 % of staff using scope and sequence that incorporates new syllabus	Portion of \$45000 TPL funds combined Equity funds (low SES , disability support, and indigenous)	Staff refine scope and sequence making modifications as the need arises.

Next Steps

Consideration given to Plan alternatives as part of the 2018 plan. New strategic directions will be developed with stakeholders. There will be no further work on this strategic direction in 2018–20 outside meeting the needs of individual staff who identify this as priority in their Professional Development Plan. Naplan data will be used less in 2018 –20.

Strategic Direction 3

Community Relationships

Purpose

Build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Aboriginal cultures are valued, respected and promoted thus maintaining students' attendance engagement and achievement.

Overall summary of progress

All targets outlined in the school plan were achieved in 2016 and sustained in 2017. Professional Learning Plans were further fine tuned by staff and drove the Professional learning agenda for the year. Staff widened the opportunities for students to provide feedback and set targets for their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have a Professional Development Plan and have undertaken targeted TPL.	Teacher professional Learning Plans– proportion of \$45000 used	All staff wrote a Personalised Professional Development Plan and undertook professional learning to support their plan and teaching.
Recognition and appreciation for continued education and training among staff indicated by changes in Teaching and Learning programs.	Combined equity funds used(Indigenous, Low SES, TPL , disability) to fund termly meetings for all staff\$45000	Feed back from the school executive team confirmed that all teaching staff had incorporated new learning in their teaching programs.
100% of executive team is comprehensively trained in AITSL Leadership Profile and Aust. Standards.	No funds used	Completed 2015
Student voices and opinions are valued and their ideas and decisions are implemented within the school evidenced by discussion at SRC meetings.	No funds used	Tell them from me surveys indicated a high degree of satisfaction from the student body about their ability to influence school decisions.80% of students have a strong sense of belonging.

Next Steps

New strategic directions will be developed with stakeholders. There will be no further work on this strategic direction in 2018–20 outside meeting the needs of individual staff who identify this as priority in their Professional Development Plan

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	336	327	340	353
Girls	378	354	351	344

Student numbers continue to decline from their peak in 2014. Kindergarten enrolments peaked and enrolment indicators are that numbers will drift downwards in 2018–20. House prices, availability and schooling alternatives have impacted on enrolments with a number of families relocating to regional NSW, Queensland and overseas.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	92.3	92.1	94.6
1	92.9	92.4	92.6	93.6
2	93.4	92.4	92.7	93.8
3	93.6	93	91.8	93.7
4	91.6	93.4	90.7	92.2
5	93.4	92.4	91.4	93.5
6	91.4	93.7	90.2	93.3
All Years	92.9	92.8	91.6	93.5
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

Student attendance patterns for all grades remained positive and of no concern to our school. Pottsville Beach Public School enjoys a strong attendance pattern that has been consistently above or around the state average.

Our schools average attendance was 93.50 The state average was 93.9 . The school follows Department of Education policy when managing school attendance policy and issues. Support is provided to families and students who have attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	24.84
Teacher of Reading Recovery	1.03
Learning & Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.26
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Three staff members identify as Aboriginal.

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	35

Professional learning and teacher accreditation

All permanent and temporary teachers were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions and their own personal development plans. These included sessions on site and staff attending courses externally through

programs implemented by the Department of Education and other providers. A number of the school's regular casual teachers also participated in professional development activities throughout the year. The total school expenditure on teacher professional learning in 2017 was \$44,000.

A key priority in 2017 for staff professional learning and capability building was collaborative planning and development of programs, resources to support the new Australian curriculum. Eight professional development sessions were provided at school in these learning areas throughout 2017. These included teacher professional learning in school identified priority areas such as consistent teacher judgement about assessment and creating units of work.

School Development Days in 2017 included teacher professional learning for all staff in:

Code of Conduct; CPR, Child Protection, Wellbeing Policy, Attendance, Working with Children Checks, Work Health & Safety induction, Disability Standards for Education; You Can Do It, Classroom observations, School planning, Grade planning, and Teacher Inquiry Groups (Presentations to peers).

In 2017 four new scheme teachers were supported under the Beginning Teachers program with additional release time, mentoring and personally identified Professional Learning working towards Board of Studies Teaching and Education Standards accreditation. No new scheme teachers were maintaining accreditation at Proficient level.

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 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 presented below. In 2017, Pottsville Beach PS sought the opinions from parents/carers, students and staff through surveys, casual conversations, P & C feedback ,forums and focused questions. Data collected revealed that most parents believe the school is safe, welcoming, supports positive behaviour and that they feel informed about the schools activities. This was further supported through feedback provided in one on one interviews which indicated that parents felt the school was community orientated and the staff were friendly. The various modes of communication (Skoolbag, newsletter and website) were also clear and direct to ensure the community were informed of upcoming activities.

Staff felt that the teaching and learning focus in 2017 had a positive impact across the school. They agreed that teaching strategies, collaboration and using data to inform practice were areas of strength. Staff felt that technology, particularly with students using technology to track their progress, was an area that needed to be developed further. Students indicated that they tried hard with their learning and have a positive sense of belonging, feeling accepted and valued by their peers. The students also indicated that students believe school is useful in their everyday life and will have a strong bearing on their future. All students felt they try hard to succeed in their learning and exhibit positive behaviour.

Policy requirements

Aboriginal education

Aboriginal students and parents worked with class teachers to develop and implement Personalised Learning Plans. These provide valuable information about the child,their interests, strengths and areas of need. These are reviewed throughout the year to monitor milestones, revise goals and evaluate progress. There is an emphasis on ensuring all of our students have an enhanced knowledge and understanding of Aboriginal culture and history.

As part of the implementation of the new Australian Curriculum, Aboriginal Perspectives are embedded in all curriculum areas. The acquisition of quality resources, ongoing staff professional learning and the celebration of significant days in the calendar have promoted quality teaching and learning opportunities in

Aboriginal education for all students. Yuli continues to be a lighthouse program that links our coastal learning community together under the umbrella of our feeder high school –Kingscliff HS. The program receives excellent feedback from students, parents and staff. The school is committed to Yuli for stage 3 students in 2018.

Multicultural and anti-racism education

Pottsville Beach Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure culturally inclusive classroom and school practices are embedded.

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian democracy.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Classroom lessons in each stage celebrated Australia's cultural diversity. These lessons encouraged inclusiveness, respect and a sense of belonging for everyone. All students were given opportunities to embrace cultural diversity and to share what they have in common. The school embeds cultural inclusivity into all aspects of the curriculum.