

# Sandy Beach Public School

## Annual Report



2017



4557

## Introduction

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

Diane Blevin

Principal

### School contact details

Sandy Beach Public School

Saye Close

Sandy Beach, 2456

[www.sandybeach-p.schools.nsw.edu.au](http://www.sandybeach-p.schools.nsw.edu.au)

[sandybeach-p.School@det.nsw.edu.au](mailto:sandybeach-p.School@det.nsw.edu.au)

6656 1777

## 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 greater 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

Sandy Beach is located on the northern beaches, 5 kms south of Woolgoolga. Enrolment in 2017 was 350 including a multi-categorical class. The school's enrolment trend is consistent and the school remains the first choice for local families. Parents are supportive with a small group of dedicated members of the P&C. The school is accredited Asthma Friendly and Sunsafe, following appropriate procedures to ensure a safe learning and play environment for students.

The school's ICSEA at 972 shows a broadly average socio-educational and the NSW DoE measure of family occupation and education index (FOEI) is 105, which is again around the mean of 100. There are 50 Aboriginal students enrolled at Sandy Beach Public School in 2017.

Student participation in sport is enthusiastic, participating in the Premier's Sporting Challenge, fundamental skills

program, PSSA competitions and a range of sports using the Sporting Schools funding to utilize external coaches including surfing for Year 6. Performing Arts has been a focus throughout the year with music tuition in guitar, class performances at weekly Stage Assemblies and dance groups performing at a local eisteddfod and dance festival. Environmental education initiatives are strongly supported with vegetable garden club, recycling program, projects to increase native vegetation and Water Wise accreditation.

The passionate and highly skilled staff includes an executive team consisting of one Principal, three Assistant Principals and 35 staff members including Administration and School Learning Support Officers. There are currently three early career teachers completing their accreditation at proficient teacher level. Staff work in stages and implement planned professional learning based on the school Strategic Directions and personal goals. One teacher holds the Highly Accomplished Teacher accreditation and completed the role of Instructional Leader in 2017.

## 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

In the second year of implementation, Multi Sensory Learning (MSL) has been implemented in Stage 2 with extension into Year 2 and some Year 1 classes. Students were pretested using South Australia Spelling Lists and MSL diagnostic testing. Students were then placed in five ability groups. Targeted groups were then taught spelling rules following the MSL scope and sequence, the other students used a combination of MSL rules, visual words and etymological words.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year  |
|---|---|--|
| <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>RAM funding to employ SLSO to assist with MSL groups \$20000</p> <p>Purchase MSL readers \$2000</p> <p>Instructional Leader timetabled to assist with MSL group work in Stage 2.</p> | <p>Teachers were provided with a scope and sequence of spelling skills and rules to be taught K–6.</p> <p>Group work was implemented in Years 2, 3 and 4 to teach spelling in a systematic and structured way using MSL principles as the foundation.</p> <p>The teacher with MSL training worked with colleagues to up-skill teachers and SLSOs to use MSL direct instruction when teaching spelling.</p> <p>Pre intervention 45% (40 students) of Stage 2 students were spelling below their chronological age (according to SA benchmarks) and post intervention this figure had reduced to 33% (29 students). This equates to a movement of 12% students into spelling at or above chronological age.</p> <p>67% of classroom teachers are using MSL strategies in weekly spelling programs.</p> |

### Next Steps

Include spelling pre-tests in annual assessment schedules using the SA Spelling Test and MSL assessment (until such time as independent in first 50 MSL rules). Spelling lists should be differentiated according to findings of MSL pre assessments with students having access to systematically and specifically taught spelling conventions as per MSL scope and sequence. Struggling spellers have word lists consisting of spelling rules with teacher judgement required on inclusion of "irregular" words. Once students demonstrate an understanding of spelling conventions, lists should be

extended to incorporate irregular words and etymological words, using the Sandy Beach Spelling Scope and Sequence as a guide.



## 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

In 2017 professional learning for staff was based on research findings to implement effective teaching strategies. The Instructional Leader role was filled by a staff member who holds Highly Accomplished Teacher accreditation, leading a range of professional learning opportunities for staff. This included the introduction of Visible Learning (John Hattie's research and work) with staff reflection on current practice and identifying changes in lesson delivery.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year   |
|--|--|---|
| <ul style="list-style-type: none"> <li>* All Beginning teachers achievement of Proficient Accreditation.</li> <li>* Teachers achievement of Highly Accomplished Accreditation.</li> <li>* All teachers using the Professional and Development Plans to guide and support a positive culture of ongoing learning by individuals and teams.</li> <li>*Teacher satisfaction survey results and level of stake holder satisfaction with overall school performance.</li> </ul> | <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students allocation \$26612</li> <li>Additional executive release for Terms 2–4 \$12000 RAM funding</li> <li>Instructional Leader released from class for Terms 1, 2 &amp; 3 \$60000</li> <li>Instructional Leader to attend Visible Learning conference \$1300</li> </ul> | <ul style="list-style-type: none"> <li>Professional Development Plans were implemented by all teaching staff and trialled by non-teaching staff. Evidence of aligned professional goals, the annual performance and development cycle and selected Teaching Standards.</li> <li>Staff developed an understanding of teaching and learning strategies that have the greatest effect size i.e. more likely to make a difference to student progress.</li> <li>87% of classroom teachers use 'Learning Intentions' and 'Success Criteria' to ensure explicit teaching model is implemented in Mathematics and English lessons. Posters are utilised in the classrooms for W.A.L.T (We are Learning To...) and W.I.L.F (What I'm Looking For...). This became a focus for classroom observation and feedback.</li> <li>Formalise feedback proforma for classroom observation</li> <li>Workshops on What Works Best (CESE document) and online resources to reflect on classroom practices.</li> </ul> |

#### Next Steps

Continue to use research based documents to up-skill staff on effective teaching and learning programs. Provide opportunities for staff to enhance their classroom practice using peer collaboration, monitoring of student achievement

and effective feedback to both students and staff. Continue to use learning intentions and success criteria to provide explicit goals for student learning. Use funding to expand staff opportunities to observe expert teachers across grades and other schools with the purpose of improving outcomes for all students.





## 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

Student Welfare Policy was reviewed through a positive behaviours for learning process being followed. Surveys indicated that students, staff and the community could not articulate the school rules and consequences were unclear. As a result, a focus team reviewed the school policy as well as rewriting the school rules and redesigning the negative and positive level systems.

A major change to the administration of the school has been the introduction of LMBR. This has involved significant training and time by office personnel to upgrade systems to align to the new requirements.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| <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>LMBR training:<br/>SAM – 15 days<br/>SAO – 15 days<br/>Principal – 5 days<br/>Release for Student Welfare focus team \$3000 (RAM funding)<br/>Sparky and Shady program \$6000<br/>Sentral \$6000<br/>Signage for school</p> | <p>Staff attend LMBR training during Terms 2, 3 and 4.</p> <p>Implementation of new SAP and EBS systems for financial and student management.</p> <p>Rules were simplified from 5 to 3. These are known by 100% staff and students surveyed.</p> <p>Negative Level system was introduced including a Reflection Room and social skills program</p> <p>Positive Reward system redesigned for implementation in 2018</p> <p>Stage 3 students attended 'Sparky and Shady' program in Term 4 to build self-esteem and social skills.</p> |

#### Next Steps

Introduction of Sentral to be used by all staff to mark rolls, track student behaviour, gather student data and student

reports. Include opportunities for executive team to be trained in aspects of LMBR, budgeting tool and SCOUT. Further utilise technology to gather and analysis assessment data.

Revise school rules and introduce positive reward system in Term 1, 2018.



| Key Initiatives                                     | Resources (annual)   | Impact achieved this year  |
|---|--|--|
| <b>Aboriginal background loading</b>                | \$47877 Used to employ teacher one day per week and SLSO to implement targeted programs.   | Aboriginal students identified in Years 3 and 5 participated in programs on reading, grammar and punctuation and number. NAPLAN results indicated growth for Year 5 students except for one student with attendance concerns. Year 5 growth for Reading was between 28%–92%, Grammar and Punctuation was between 87% – 158% and Numeracy was between 50% –53%. In Year 3 students achieved a Band 5 in Reading but Grammar and Punctuation were at Bands 3 and 2 for students on the program.  |
| <b>English language proficiency</b>                 | \$3175 Employed SLSO in Early Stage One with a focus on English language needs.  | Providing additional School Learning and Support Officer to assist with literacy skills for the small number of students from NESB.  |
| <b>Low level adjustment for disability</b>          | \$24578 Employed SLSO  | Providing additional School Learning and Support Officer to assist in conducting Number Facts program in Year 4. Students were selected according to test results in automatic recall of multiplication facts. Pre intervention, the average number of multiplication facts answered in 2 minutes by 42 students was 5. Post intervention, this figure moved to 22.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$26,612   | Each Assistant Principal was allocated an additional 0.5 day to implement planning, lesson observation and targeted feedback using identified proforma. This time was managed by each AP and was also reallocated to other staff members with specific needs and expertise.  |
| <b>Socio–economic background</b>                    | \$122386<br><br>Release classroom teacher for Instructional Leader role.<br><br>Release teachers for team planning and professional learning opportunities | Reading was taught in a structured and systematic way using the 'Super 6' comprehension strategies. Students in Years 3 and 4 were pre–tested using DAZE comprehension assessment. In Year 3 pre intervention, 61% of students were below benchmark for comprehension and post intervention this figure was reduced to 39%. In Year 4 pre intervention 69% of students were below benchmark for comprehension and post intervention this figure was reduced to 40%.<br><br>87% of classroom teachers are using 'Super 6' comprehension strategies in weekly lessons. |
| <b>Support for beginning teachers</b>               | \$26900  | Two staff members had beginning teacher funding which was used to:<br><br>– attend professional learning<br><br>– meet with mentors to plan programs, assessments and reporting<br><br>– complete classroom observation and feedback opportunities.<br><br>– Complete accreditation documentation  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 164        | 173  | 174  | 180  |
| Girls    | 167        | 173  | 170  | 172  |

Enrolments have remained consistent over the past 4 years with a total of 352 in 2017. There has been slow growth in numbers and new housing developments in the local area may see further increase in student enrolments.

#### GRADE NUMBERS:

Kindergarten – 56 students, Year 1 – 53 students, Year 2 – 50 students, Year 3 – 39 students, Year 4 – 46 students, Year 5 – 57 students, Year 6 – 51 students

#### NUMBER OF CLASSES

Regular classes = 11

Composite (Multi-grade) classes = 4

Total number of classes = 15

This included one class as funded through Tied Funds, additional to staffing entitlement. This allowed for smaller class sizes in Stage 1.

Students in the Multi-Categorical class are in mainstream classes as part of the fully-integrated model implemented by the school.

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 94.5 | 93.5 | 94.4 | 94.2 |
| 1         | 94.8 | 93.8 | 93.1 | 95.2 |
| 2         | 93   | 94.2 | 94.9 | 94.5 |
| 3         | 94.4 | 91.8 | 93.9 | 94.4 |
| 4         | 94.7 | 94.8 | 92.3 | 93.9 |
| 5         | 94.3 | 94.7 | 94.8 | 90.9 |
| 6         | 94.9 | 93.4 | 93.6 | 93.2 |
| All Years | 94.3 | 93.7 | 93.8 | 93.8 |
| 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

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.

Each class teacher maintains an attendance monitoring sheet to record interventions prior to HSLO referral which may include meetings with student and/or parents, Learning Support Team meetings, contact with family by Principal, referral to school counsellor and other school-based strategies to ensure student attendance rates are at the expected standard.

## Workforce information

## Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 0     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 13.53 |
| Teacher of Reading Recovery           | 0.42  |
| Learning & Support Teacher(s)         | 0.8   |
| Teacher Librarian                     | 0.8   |
| Teacher of ESL                        | 0     |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 4.02  |
| Other Positions                       | 0     |

\*Full Time Equivalent

Sandy Beach Public School has a strong teacher retention rate with a staffing entitlement of 14 classes and 1 multi-categorical class. Two teachers identify as Aboriginal background, including one staff member from the local Gumbaynggirr nation. Our executive team consists of one Principal, three Assistant Principals and an Assistant Principal for Learning and Support who works across schools in the Coffs Harbour area.

In our workforce there is an allocation for a School Counsellor who works two days at Sandy Beach Public School and the other three days at a local high school. Our school also has an allocation of 0.8 (4 days) Learning and Support teacher and 0.42 Reading Recovery. These two roles have been combined for a full-time position in 2017. In Term 4 we used school funding to employ additional Learning and Support teacher time due to increased workload and intervention required to meet our students' needs.

School administration and support staff allocation includes one full-time School Administration Manager, one full-time School Office Administrator, one part-time School Office Administrator and a General Assistant who has an allocation of 0.6 (3 days).

In addition, the school employs School Learning and Support Officers (SLSO) on both a full-time and part-time basis to assist in classrooms, implementing a range of differentiated programs, tutoring and supporting students with disabilities. These staff members are funded through Integration Funding Support and the school budget. One full-time SLSO is employed to work with the multi-categorical class students.

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

In 2017 professional learning opportunities for staff were focused on achieving the strategic directions from the school plan and individual goals in each staff member's Professional Development Plan (PDP). The range of opportunities included both in-school planned meetings and external workshops led by both Department of Education and external providers.

Strategic Direction One, 'Strong Foundations – Great Learning' of the school plan was focused on the role of the Instructional Leader who was released from classroom teaching to model lessons and train staff. The goal was to enhance classroom practice to improve reading comprehension outcomes for students. Teachers in Grades 2, 3 and 4 worked closely with the instructional leader over three terms to program and deliver the Super 6 Strategies for comprehension skills. Staff meetings for whole staff also developed a bank of strategies to use K–6 when teaching reading. Continued training for teachers to implement Multi-Sensory Learning (MSL) was delivered by two qualified staff members. Team meetings also reviewed and upgraded grade scope and sequences to teach Mathematics with improved understanding of syllabus content.

Strategic Direction Two, 'Building on Teacher and Leading Capacities – Great Teaching' of the school plan was focused on improving lesson delivery through classroom observation and feedback. The Instructional Leader attended a conference on Visible Learning based on the educational research of John Hattie. This was then delivered to staff for whole school understanding and included in structured feedback with a focus on learning intentions and success criteria. Staff meetings were also held using the content from 'What Works Best' document developed by the Centre for Education Statistics and Evaluation. This was followed up by online learning for all classroom teachers with a focus on effective feedback for students and staff. Our school also hosted a workshop on Growth Mindset, based on the work by Carol Dweck, which six staff members attended. Professional learning in the area of writing was completed by Year 1 and 2 teachers as guided by the Assistant Principal, five staff attended training about the resource, 'Seven Steps to Writing Success' and four staff attended course on the program 'Big Write'. Strategies have been integrated into some teaching programs.

Strategic Direction Three, Self Regulation with

## Teacher qualifications

Accountability – Great Systems, of the school plan was focused on the training of administration staff and the Principal in the use of the Learning Management and Business Reform (LMBR) system. This replaced the previous financial and management systems and is now fully implemented. Another area of focus was the learning around revised Learning Support Team policy, referrals, behaviour support plans and risk assessments.

The school development days focused on child protection, first aid and anaphylaxis mandatory training, revision of the school's Student Welfare Policy, digital learning and evaluation of current school plan. Staff meeting and grade meeting schedules are planned and delivered in accordance with the school plan. Three classroom teachers had the opportunity to relieve as Assistant Principals, gaining further skills in management, administration and leadership. Administration staff on leave also resulted in roles being held by other staff members as well as new staff to our school. Administration practices are always being reviewed and altered for improved efficiency and communication.

There was also a range of courses which staff attended including Road Safety, Connecting to Country, digital learning, anti cyber–bullying forum, future schools, data analysis, annual administration staff conference, librarian forums, literacy block workshop and other curriculum areas. Hours attended range from 4 to 96 hours with both registered and non–registered courses for staff members.

Some of our staff have been undergoing accreditation process with NESA (NSW Education Standards Authority). Any staff members who have commenced working from 2004, must undergo this process . There are 8 staff members with Provisional Accreditation, one Highly Accomplished accredited teacher and 3 Beginning Teachers. Two staff members received Beginning Teachers Funding which allowed them to attend workshops, release to work with mentors, additional time to program and complete assessments to ensure evidence was gathered for each teaching standard.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

At Sandy Beach Public School there were \$3745 paid towards voluntary school contributions.

Our school canteen is P&C operated and does not generate an income directly to the school, however the

P&C do purchase items for the school through other fundraising events.

| Income                         | \$             |
|--------------------------------|----------------|
| <b>Balance brought forward</b> | <b>224,113</b> |
| Global funds                   | 284,133        |
| Tied funds                     | 469,403        |
| School & community sources     | 70,659         |
| Interest                       | 3,481          |
| Trust receipts                 | 5,722          |
| Canteen                        | 0              |
| <b>Total income</b>            | <b>833,398</b> |
| <b>Expenditure</b>             |                |
| Teaching & learning            |                |
| Key learning areas             | 46,519         |
| Excursions                     | 36,259         |
| Extracurricular dissections    | 16,021         |
| Library                        | 3,886          |
| Training & development         | 14,230         |
| Tied funds                     | 257,773        |
| Short term relief              | 69,789         |
| Administration & office        | 49,219         |
| School-operated canteen        | 0              |
| Utilities                      | 21,339         |
| Maintenance                    | 39,288         |
| Trust accounts                 | 5,726          |
| Capital programs               | 32,843         |
| <b>Total expenditure</b>       | <b>592,892</b> |
| <b>Balance carried forward</b> | <b>464,619</b> |

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

|                                       | 2017 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0                       |
| <b>Revenue</b>                        | 511,704                 |
| Appropriation                         | 466,398                 |
| Sale of Goods and Services            | 4,757                   |
| Grants and Contributions              | 40,518                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 31                      |
| <b>Expenses</b>                       | -308,492                |
| Recurrent Expenses                    | -308,492                |
| Employee Related                      | -190,366                |
| Operating Expenses                    | -118,126                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 203,212                 |
| <b>Balance Carried Forward</b>        | 203,212                 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

At Sandy Beach Public School a finance committee is formed each year which involves members from across the school community. Management of the school budget is carried out to meet policy requirements and to meet the school strategic directions. Meetings are held each term and budget managers for key areas are allocated funding to support programs.

In 2017 additional funding was used to construct a storage shed, signage and install additional speakers to our sound system. This increased expenditure in capital programs and maintenance budgets. Increased spending for staff leave for areas such as illness, has maintained a higher level of payment as was evident in previous year's budget.

A significant portion of the surplus balance carried

forward was committed funds for wages and upgrade of Interactive Whiteboards across 4 classrooms at a cost of \$28000.

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2,364,609               |
| Base Per Capita       | 52,967                  |
| Base Location         | 5,338                   |
| Other Base            | 2,306,305               |
| <b>Equity Total</b>   | 279,274                 |
| Equity Aboriginal     | 47,877                  |
| Equity Socio economic | 122,386                 |
| Equity Language       | 3,175                   |
| Equity Disability     | 105,837                 |
| <b>Targeted Total</b> | 269,893                 |
| <b>Other Total</b>    | 308,113                 |
| <b>Grand Total</b>    | 3,221,889               |

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

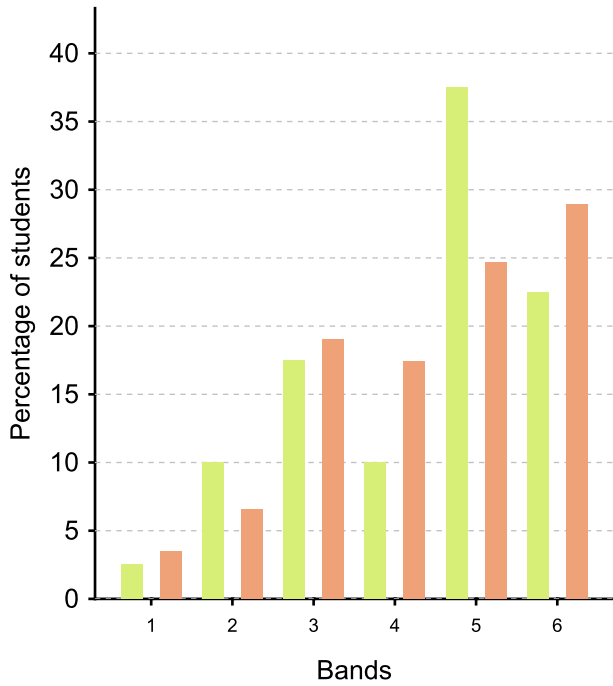
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The percentage at proficiency equals the number of students in top 2 bands. In Year 3 it equates to Bands 5 and 6 and in Year 5 it is Bands 7 and 8.

Year 3 NAPLAN results for proficient levels were for Reading 50.8% and the State was 51%, Writing was 30% and the State was 53.2%, Spelling 35% and the State was 52.7%, Grammar and Punctuation 60% and the State was 62%. These results show that Writing and Spelling were well below State proficient levels with

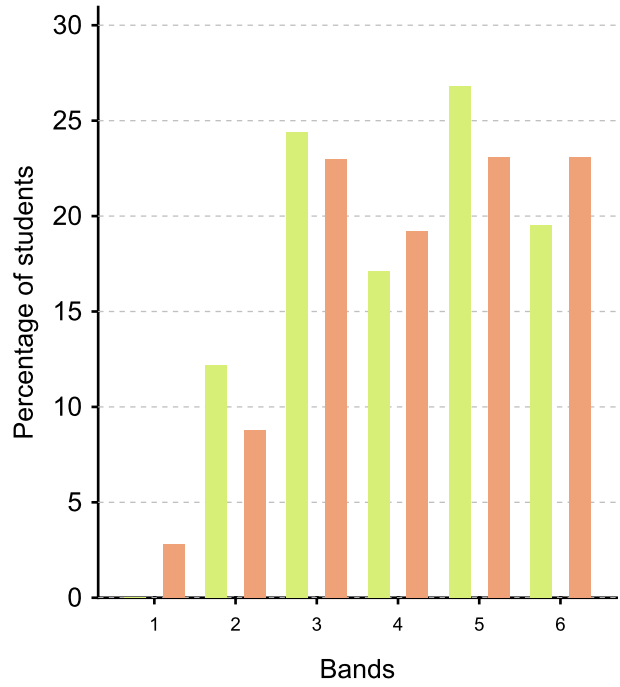
a particular need to move more students into Band 6 in all areas of literacy. Year 3 show highest performance in Reading.

Year 5 NAPLAN results for proficient levels were for Reading 21.2 % and the State was 39.7%, Writing was 3.8% and the State was 18.1%, Spelling 15.4% and the State was 38.2%, Grammar and Punctuation 17.3% and the State was 36.2%. These results show that all literacy strands were below State proficient levels, in particular Writing. Student growth data in Year 5 was highest in Spelling with 47.8% greater or equal to expected State growth.

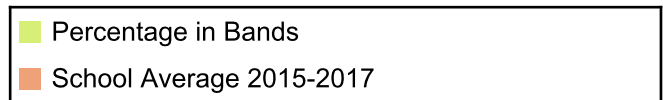
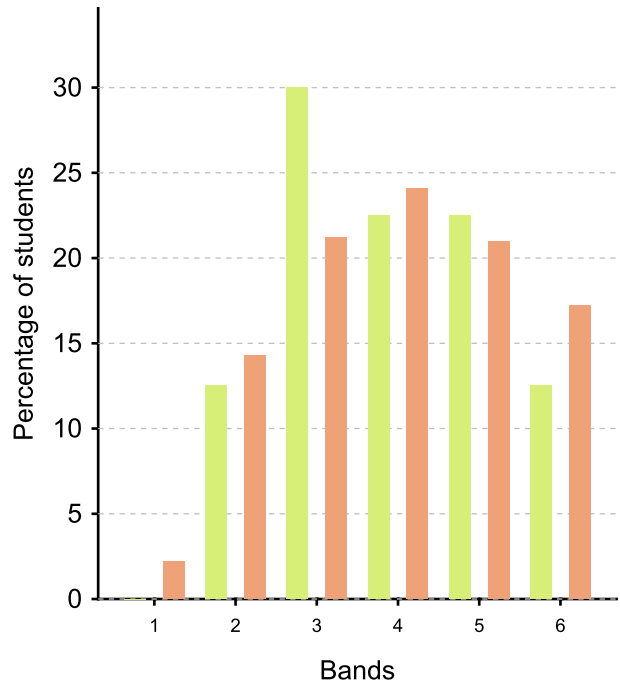
**Percentage in bands:**  
Year 3 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Reading

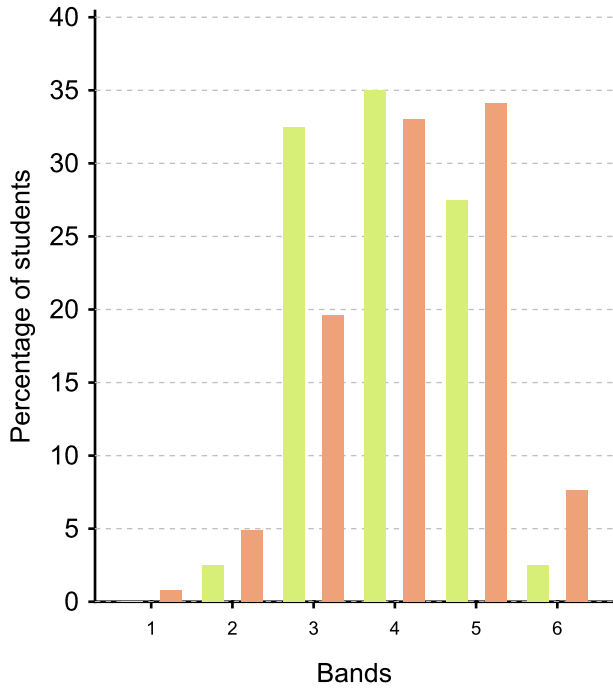


**Percentage in bands:**  
Year 3 Spelling

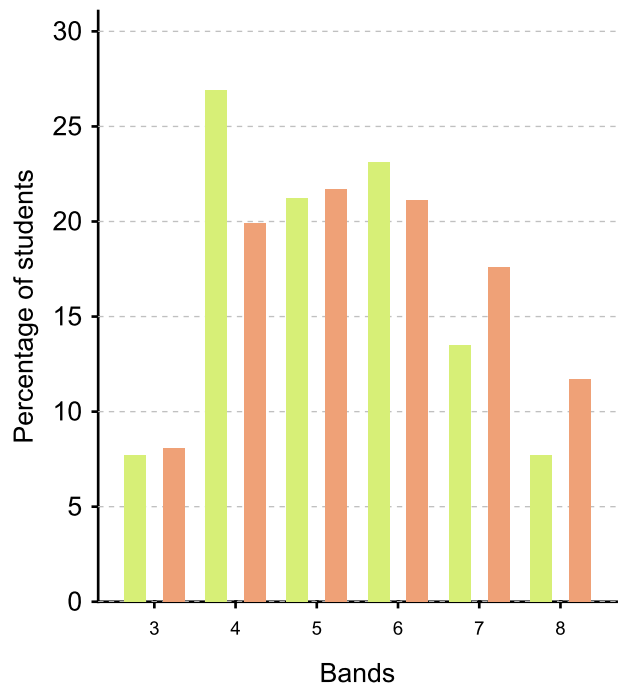




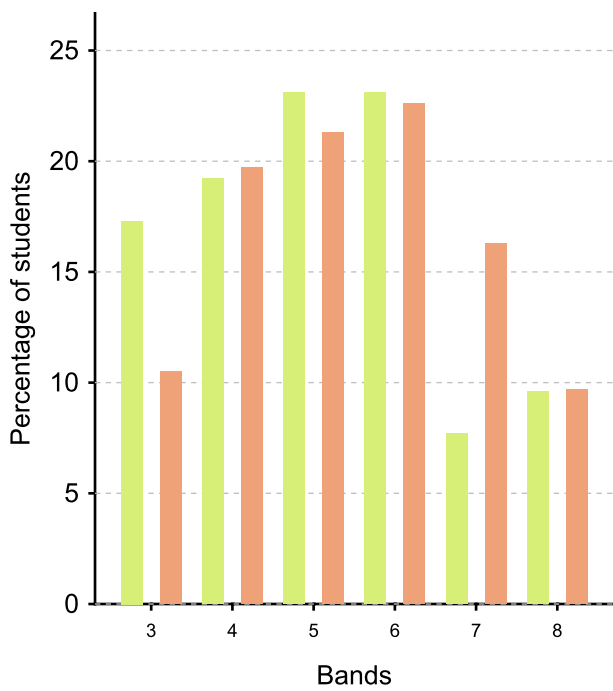
**Percentage in bands:**  
Year 3 Writing



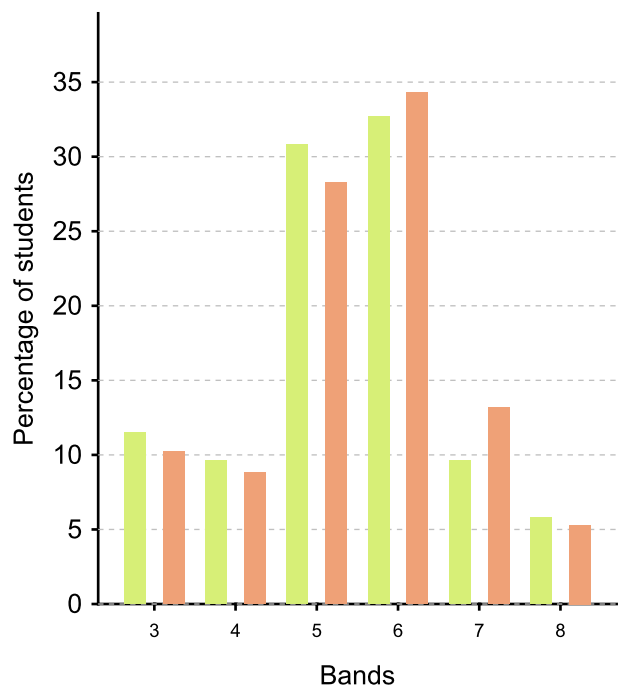
**Percentage in bands:**  
Year 5 Reading



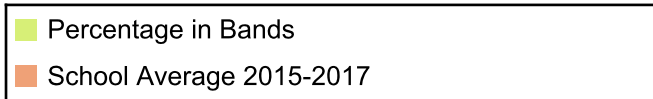
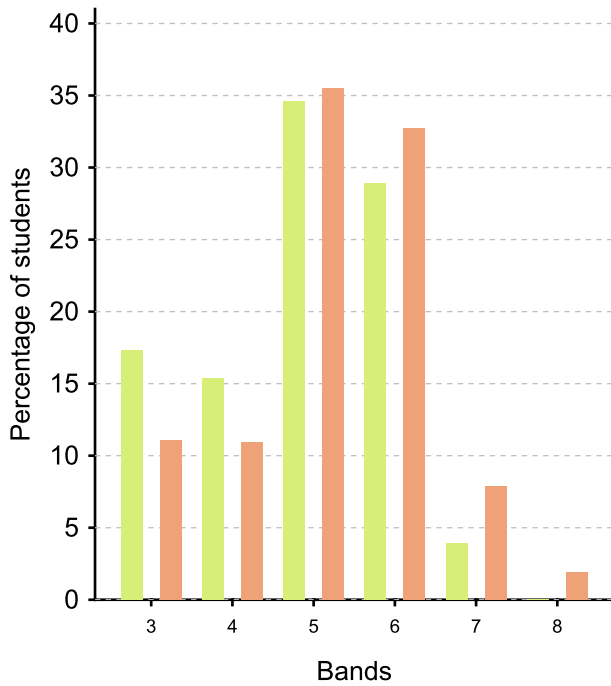
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



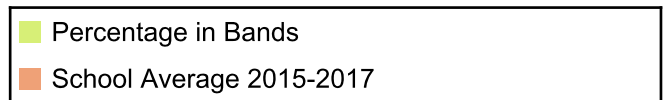
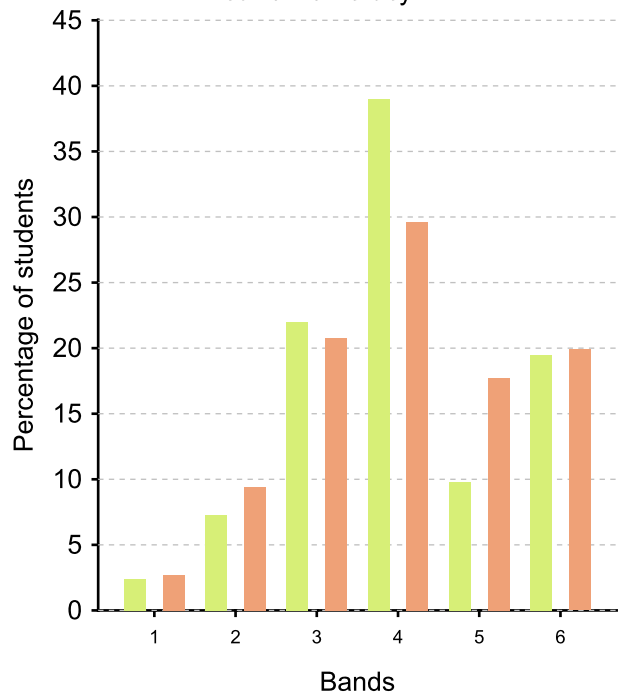
**Percentage in bands:**  
Year 5 Writing



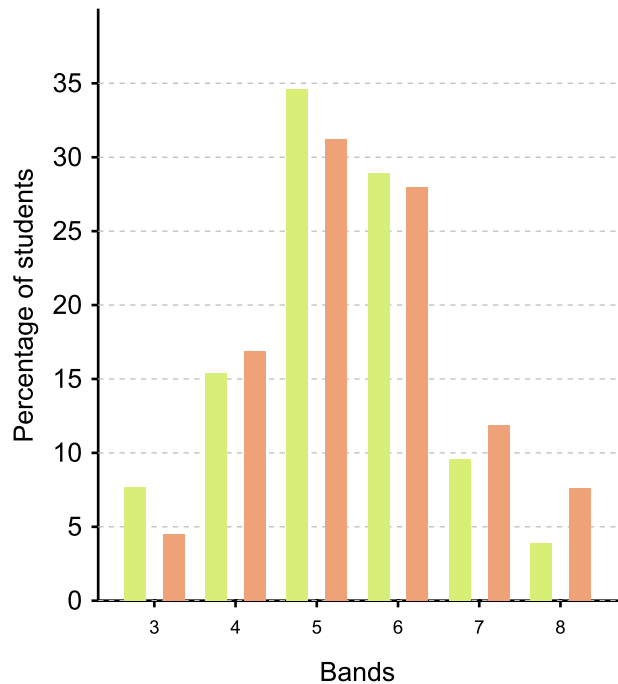
Year 3 NAPLAN results for proficient levels were for Numeracy 29.3% and the State was 43.3%, Data, Measurement, Space and Geometry 26.9% and the State was 37% , Number, Patterns and Algebra 34.2% and the State was 43.7%. These results show that all strands of numeracy were below State proficient levels with the number of students in Band 6 near State levels but less in Band 5.

Year 5 NAPLAN results for proficient levels were for Numeracy 13.4% and the State was 32.5%, Data, Measurement, Space and Geometry 17.3% and the State was 31.4% , Number, Patterns and Algebra 11.5% and the State was 31.1%. These results show that all strands of numeracy were below State proficient levels in the top 2 bands. Student growth data in Year 5 was 26.7% greater or equal to expected State growth for numeracy.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



In 2017 there were 5 Aboriginal students in Year 3. The percentage in Reading Band 5 was 40% compared to 14.3 % in 2016, in Writing there were no students in the top 2 bands compared to 28.6% in 2016, in Spelling there were no students in the top 2 bands compared to 28.6% in 2016, in Grammar and Punctuation there

were 20% in Band 5 compared to 0% in 2016. In Number, Patterns and Algebra there was 20% in the top 2 bands compared to 28.6% in 2016.

In 2017 there were 9 Aboriginal students in Year 5. The percentage in the top 2 bands for Reading was 0% compared to 25% in 2016. In Writing and Spelling there were no students in the top 2 bands in 2017 or 2016. In Grammar and Punctuation there were no students in Bands 7 or 8 compared to 25% in Band 7 in 2016. In Number, Patterns and Algebra there was 0% in the top 2 bands compared to 25% in 2016.

## Parent/caregiver, student, teacher satisfaction

Parent feedback is sought at monthly P&C meetings, through parent – teacher interviews and by informal and formal complaints to the Principal. In addition, the Tell Them From Me survey in September provided valuable feedback from a small number of parents. These included that parents feel welcome and results were above state norm in all areas with the highest being, 'I can speak easily to my child's teacher' and 'Teachers listen to concerns I have'. Parents also felt they were informed about their child's behaviour at school, whether positive or negative. Parent participation showed that 43% of parents have attended meetings or social functions at the school more than 3 times and that 63% parents have not been involved in school committees. The areas of parental involvement in school voluntary work was highest in assisting the teacher in the classroom followed by school sport. Parent support of learning at home was high in most areas particularly for the indicator to praise your child for doing well at school. Survey results also indicated that children felt safe at school but the school could do more to prevent bullying.

There were 124 students who completed the Tell Them From Me survey which includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. The school results are measured against the State results. A summary of the student survey shows:

– Social Engagement: Students have positive relationships however their sense of belonging is at 67% compared to State norm of 81%

– Institutional Engagement: Students are equal or above State norm for value schooling and positive behaviour however effort for homework is 44% compared to State norm of 63%

– Intellectual Engagement: Students are near or above State average in all areas including effort, interest and motivation and high-quality instruction.

–Early signs of disengagement: There was some evidence that a small number of students showed signs of disengagement from their learning.

–Equality of Engagement Outcomes: All areas indicated equality across all socio-economic

backgrounds.

– Drivers of Student Engagement: These factors related directly to student engagement: quality instruction, teacher–student relations, positive learning culture, teacher expectations for success. Results were near or equal to the State average for all factors.

Staff satisfaction is gauged through ongoing feedback to executive staff as well as through the formal Professional Development Plan meetings. Meetings are held regularly for teaching staff and non-teaching staff where feedback is sought both in a formal and informal manner. Staff surveys completed give feedback on school strategic directions and areas for future consideration. Completion of the School Excellence Framework by staff indicated growth in the learning culture and maintained all other areas at the same level with the exception of collaborative practice. Some staff felt there were areas for further improvements in this element.

## Policy requirements

### Aboriginal education

There are 50 Aboriginal students at Sandy Beach Public School. All students have personalised learning plans negotiated between the class teacher and the child's parents or caregivers, aiming to best meet the needs of individual students. In 2017 our school received \$47877 Aboriginal background loading as part of our key initiative funding. This was used to employ a classroom teacher who identifies as a local Aboriginal person. In this role during Semester 1, intervention programs were implemented in literacy and numeracy for identified students in Years 3 and 5. In Semester 2, this staff member worked across the school to up-skill staff on using iPads as well as implementing extension activities for small groups of Aboriginal students using technology. The other funding was used to employ SLSOs to work with students requiring interventions in literacy and numeracy. Both reading fluency and number drill programs were implemented for a students K to 6.

In addition, seven of our staff members attended the Connecting To Country professional learning, which was a three day course organised by the AECG state wide. This included visiting local Aboriginal sites, learning about local Aboriginal culture, social experiences and history. This improved teachers' understanding of economic and political issues that concern Aboriginal communities.

This year we held a NAIDOC Week celebration with invited community members, Cascade Environment Centre staff and an Aboriginal Education Officer from NSW National Parks and Wildlife Service. Students had experiences ranging from story telling, art workshops, dance performance and tasting bush tucker foods. All these experiences gave students a greater appreciation and knowledge of Aboriginal culture and history.

In Term 4, Years 1 and 2 had weekly language lessons taught by a trained Aboriginal tutor. The students learnt

Gumbaynggirr words and simple sentences of the local area Aboriginal language.

### **Multicultural and anti-racism education**

Consistent with government policy, our school seeks to strengthen exposure to multiculturalism and Asian perspectives. In Term One, Harmony Day was celebrated in our school. The day began 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 students in 2017. Following Department of Education policy, our school maintains a teacher, Mrs Aldina Craig, who is trained as the anti-racism contact officer (ARCO). In 2017 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.