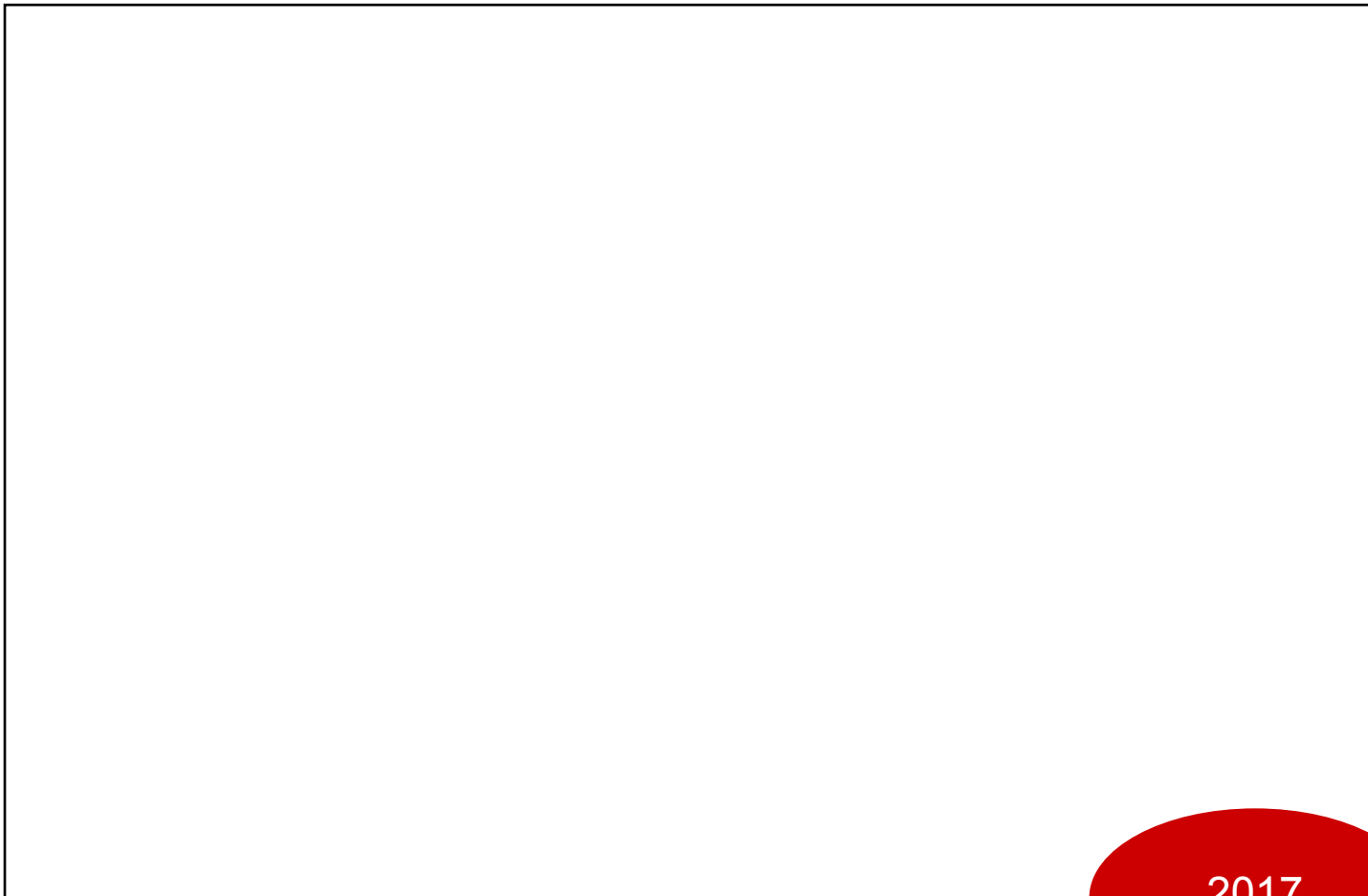


# Sunshine Bay Public School

## Annual Report



2017



4562

## Introduction

The Annual Report for 2017 is provided to the community of Sunshine Bay Public School as an account of the school's operations and achievements throughout the year.

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

Mrs Maree Dielman

Principal

### School contact details

Sunshine Bay Public School

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

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### Message from the Principal

Sunshine Bay Public School has continued to celebrate our successes in 2017. Our teachers display outstanding dedication o improving student outcomes. Staff and community have worked hard to implement our scholl plan with outstanding results.

Sunshine Bay Public School values the wonderful support we have from our school parent community and particularly our small band of dedicated P&C members.

2017 saw Sunshine Bay Public School be included in the Early Action for Success program to improve student outcomes Kindergarten to Year 2. This allowed us to employ an Instructional Leader to work with students and teachers.

2017 saw our school and community celebrating and sharing our wonderful successes throughout the year.

Maree Dielman

Principal

## School background

### School vision statement

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

### School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of learning we made significant gains in strengthening our approach to quality teaching and assessment to meet the needs of all learners, this has ensured that in this domain we continue to sustain and grow. Differentiating curriculum delivery remained a focus and consistent monitoring of school–based assessment data ensured assessment was informing teaching. The school continued to provide and expand on the range of extra–curricular activities provided, to broaden student development. Key transition points were highlighted and extended programs were offered to students and families moving into Kindergarten and transitioning from Year 6 to Year 7. Sunshine Bay Public School is proud of the improved results students are achieving. We have increased our percentage of K–2 students achieving expected growth by 70%.

Our major focus in the domain of teaching has been upskilling staff to implement evidence–based teaching practice, thus our self–evaluation showing we are sustaining and growing in this domain. We have improved teaching methods in literacy through the introduction of Synthetic Phonics over the past two years and remained committed to implementing this and Targeted Early Numeracy. The routine collection of continuum data associated with these programs, has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning. We are sustaining and growing in the area of collaborative practice and aim to develop more explicit systems for collaboration and mentoring next year.

Priorities in the domain of leading have been to strengthen our management systems and structures. The implementation of LMBR has supported some of the administration processes. However, we will focus on the area of wellbeing next year to ensure consistent practices support school operations and are communicated throughout the school and community. A variety of evidence supported our increased community engagement, with parents having the opportunity to engage in a wide range of school activities and provide feed back on future directions. Developing further ownership of the school plan through distributive leadership will continue to be a focus for next year, therefore we are delivering in this domain.

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:



## Strategic Direction 1

### Enhancing Literacy and Numeracy in the Classroom

#### Purpose

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

#### Overall summary of progress

Introduction of an Instructional Leader K–2 has developed and improved student outcomes. Collaboration by staff in planning and assessment has further enhanced learning outcomes. K–2 staff were successfully trained in TEN. Student achievement has been guided by quality assessment, tracking of data on PLAN and monitoring by teachers. This is evidence of increasing consistency of judgement when assessing students work.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2015 move 30% of students 1 point in NAPLAN writing, 2016 40%, 2017 50%.  2015 5% of students complete ACARA writing assessment, 2016 10%, 2017 20%  Track continuum literacy growth on Plan.  90% of staff are using tracking devices to monitor student growth  2016 all students K–3 reach multi-lit goals.	\$20000 spent on releasing staff to track data on PLAN  \$2000 spent on releasing staff to develop writing skills across the school  \$15000 continuation of training in Synthetic Phonics	2017 was our first year of a three year commitment to Early Action for Success. This leadership has seen a cohesive and data driven K–2 focus. Improved results in reading have been significant.

#### Next Steps

- Continue to develop and enhance the role of Instructional Leader
- Develop professional learning around the progressions
- Continue development of goal setting
- Further analysis of data and what works best.

## Strategic Direction 2

Home, School and Community

### Purpose

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

### Overall summary of progress

Community engagement is essential to our schools growth and development. Staff have engaged in all activities outlined to ensure this occurs. Our playgroup has gone from 3 to 4 families to over 20 families each week. We now have a reputation for being the best playgroup in the area.

Our Kindergarten numbers have increased from previous years, further evidence that we are making a difference.

Employment of an Aboriginal Student Learning Officer has supported parents and students to continue their relationship with our school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016 Principal, Kindergarten staff and student leaders visit feeder preschools. 2017 all feeder preschools visit Sunshine Bay Public School in terms 1, 2, 3 and 4.  2015 year 6 staff to visit high school in term 1. 2016, 2017 T1, 2, 3, 4.  Growth Coaching 2016 train executive & 20% staff, 2017 80%staff  Playgroup family number move from 5 regulars to 8 regulars  Increase family numbers attending Yarnups from 50% to 70% in 2016	\$10000 transition to kindergarten and years 6-7 to support staff to be able to visit feeder preschools and schools.  \$200 yarn ups  \$2000 Aboriginal programs  \$10000 play group support	Students have transition to kindergarten well. We have our highest intake of kindergarten students for 5 years  Yarn ups are well attended – average 10 families  Aet meetings still only attract workers from the school and occasionally one family  Playgroup has become the biggest in the Eurobodalla Shire

### Next Steps

- Continue preschool
- Continue ASLSO
- Strengthen our relationship with local schools

## Strategic Direction 3

### Wellbeing

#### Purpose

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

#### Overall summary of progress

Having an Assistant Principal designated to Wellbeing has been a positive move for staff and students. Wellbeing, welfare and students outcomes can all be attributed to the positive influence that has occurred because of this program.

Students feel they have a say and parents have one contact person to have conversations with in regards to their children.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will engage in Professional Development and implementation of Social and Emotional Learning program  2016 a 15% decrease and 2017 a 20% decrease from preceding year.  2016 train all staff to develop, instudents, resilience and social skillsto improve their mental health andimprove learning capability.  2016 and 2017 train student leaderin Kids Matter (STARS) to be able tosupport students in playground andclassroom.	\$10000 professional development in Mental Health, wellbeing, looking at wellbeing framework.  \$110000 Release Assistant Principal to manage welfare and wellbeing..	Staff have a greater understanding of wellbeing of students and staff  Bridges out of Poverty in-service was integral to this.  AP welfare has decreased incidents and communication with parents is clear.

#### Next Steps

- Continue AP off class to monitor wellbeing
- Attendance will be included in AP role.
- Continue to strengthen our role with Eurobvodalla Shire Council and local businesses.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$40210	Employment 5 days per week 6 hours per day of School Learning Support Officer to work with all Aboriginal students and be the connection to community we are developing.
<b>English language proficiency</b>	\$14820	Employment of specialist teacher to support 6% of population with English as their second language.
<b>Low level adjustment for disability</b>		
<b>Quality Teaching, Successful Students (QTSS)</b>	\$23971	<p>All staff were given access to time to spend with Instructional Leader to gain a deeper understanding of the continuum and consistent analysis of data.</p> <p>Beginning teachers – not funded were given a programming day each term and were supported throughout by experienced staff and leaders.</p> <p>Quality professional development was accessible by all staff via staff meetings, stage meetings and extra curricula meetings.</p>
<b>Socio–economic background</b>	\$90000 \$200000	<p>Employed 13 teacher to support students learning needs and lower class sizes</p> <p>Employed School Learning Support offices for each classroom to support identified learning needs</p>
<b>Support for beginning teachers</b>	\$6725	Allowed beginning teacher to access professional development relevant to her needs and also take extra days to be mentored by experienced staff.
<b>Targeted student support for refugees and new arrivals</b>		



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	157	147	152	146
Girls	191	181	175	167

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91	92.4	90.3	92.4
1	91.1	91.4	92.6	92.4
2	92.8	91.7	91.6	93.6
3	91.8	93.1	90.8	93.2
4	92.8	91.4	91.6	92.6
5	92	93.3	90.2	93.2
6	88.9	92.7	93.2	92.3
All Years	91.5	92.3	91.4	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

#### Management of non-attendance

At Sunshine Bay Public School the solution of attendance difficulties is reached with the following strategies

- NSW Department of Education attendance policy followed by all staff
- Assistant Principal (Welfare) appointed to manage attendance – procedures include,

parental contact via phone and letter, support strategies put into place, breakfast club, rewards for 100% attendance and improved attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.92
Other Positions	0

\*Full Time Equivalent

Sunshine Bay has two permanent Aboriginal teachers and one permanent School Administration Officer. We also employ three temporary School Learning Support Officers.

### 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	2

### Professional learning and teacher accreditation

In 2017 the majority of professional learning at Sunshine Bay Public School was focused around assessment, development of consistent teacher judgement, mathematics (TEN training) and consolidation of our Synthetic Phonics program.

Staff developed their Professional Development Plans

around their needs and all staff were given access to professional learning to support their plans.

All permanent teaching staff at Sunshine Bay Public School are Proficient as per NESA registrations. In 2017 three temporary staff achieved proficient under the guidance of staff.

## 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.

Receipts	\$
<b>Balance brought forward</b>	<b>249,545</b>
Global funds	135,520
Tied funds	237,676
School & community sources	20,490
Interest	1,908
Trust receipts	2,800
Canteen	0
<b>Total Receipts</b>	<b>398,393</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	733
Excursions	8,542
Extracurricular dissections	10,433
Library	2,929
Training & Development	4,303
Tied Funds Payments	229,587
Short Term Relief	33,158
Administration & Office	13,992
Canteen Payments	0
Utilities	16,923
Maintenance	7,730
Trust Payments	1,423
Capital Programs	36,121
<b>Total Payments</b>	<b>365,873</b>
<b>Balance carried forward</b>	<b>282,065</b>

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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	773,864
Appropriation	695,576
Sale of Goods and Services	-641
Grants and Contributions	78,267
Gain and Loss	0
Other Revenue	0
Investment Income	662
<b>Expenses</b>	-501,666
Recurrent Expenses	-501,666
Employee Related	-373,909
Operating Expenses	-127,757
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	272,198
<b>Balance Carried Forward</b>	272,198

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.

Sunshine Bay Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the

introduction of LMBR, focussing on the HR budget tool and the Electronic Financial Planning Tool. The intended use of funds available from 2017 is to upgrade interactive whiteboards, upgrade technology in the school and the infrastructure to support it and to redevelop our courtyard to OHS standards.

Writing: 45.8% year 5 and 53.8% year 7

Grammar and Punctuation: 62.5% year 5 and 51.3% year 7

Spelling: 52.1% year 5 and 41% year 7

### 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>	2,093,389
Base Per Capita	51,026
Base Location	7,450
Other Base	2,034,914
<b>Equity Total</b>	509,211
Equity Aboriginal	40,210
Equity Socio economic	315,934
Equity Language	14,820
Equity Disability	138,246
<b>Targeted Total</b>	225,073
<b>Other Total</b>	180,392
<b>Grand Total</b>	3,008,064

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

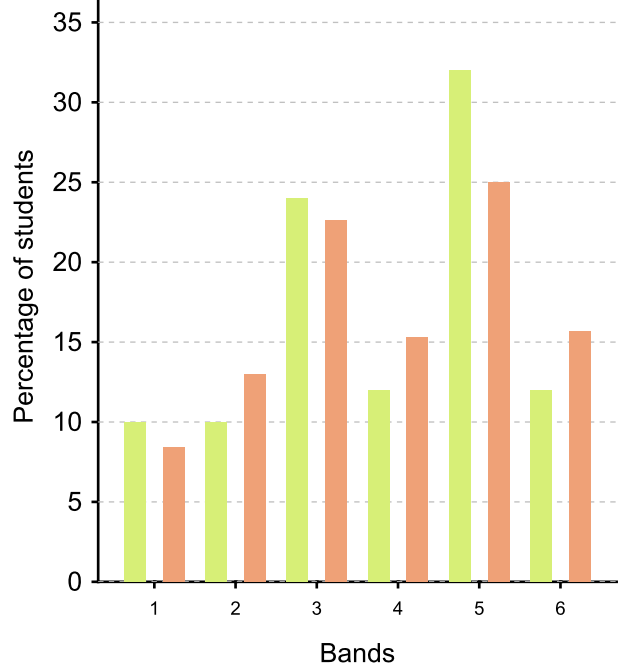
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017 NAPLAN year 3 to 5 to 7 growth was a focus for our school.

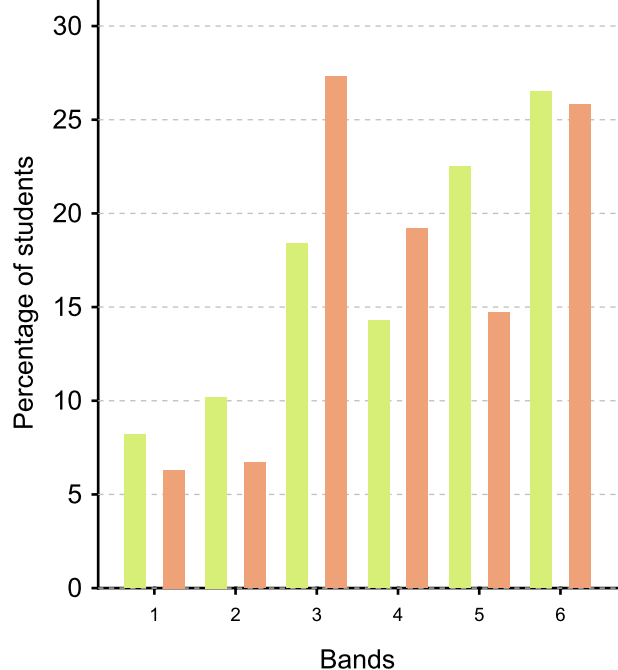
Expected Growth

Reading: 66.7% year 5 and 41% year 7

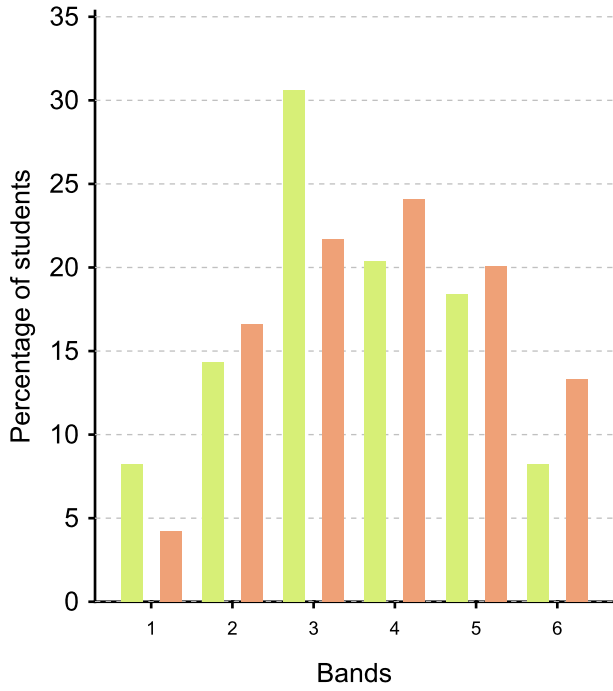
Percentage in bands:  
Year 3 Reading



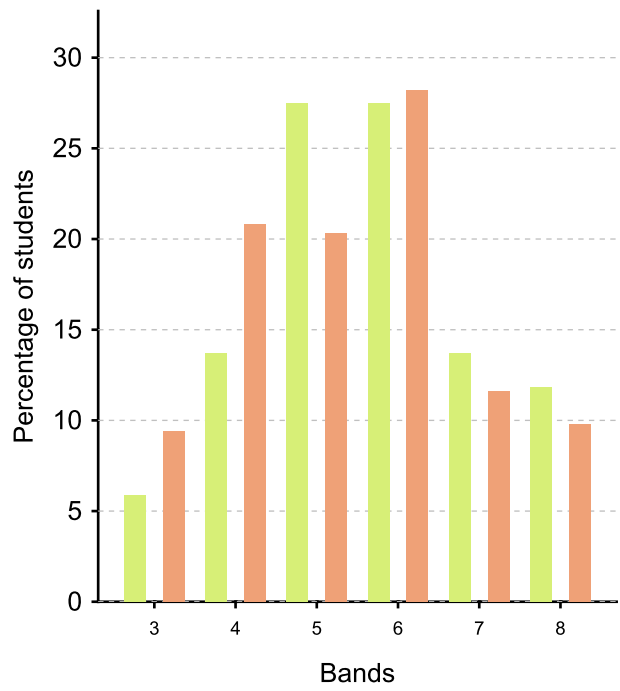
Percentage in bands:  
Year 3 Grammar & Punctuation



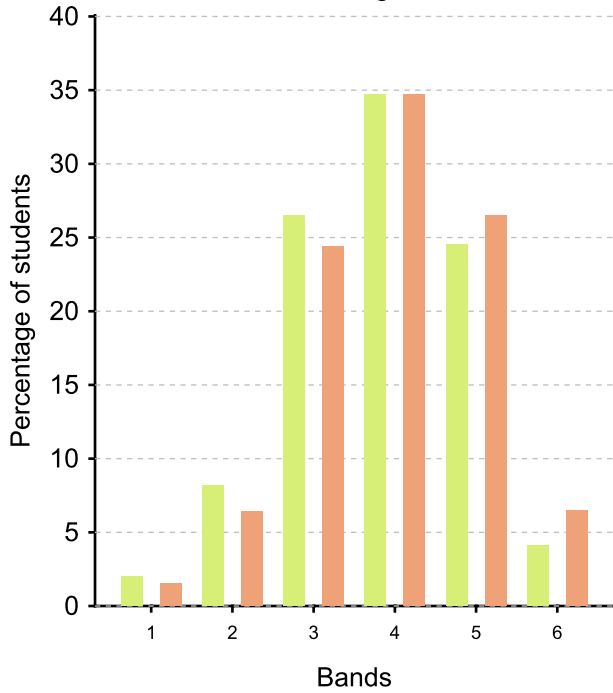
**Percentage in bands:**  
Year 3 Spelling



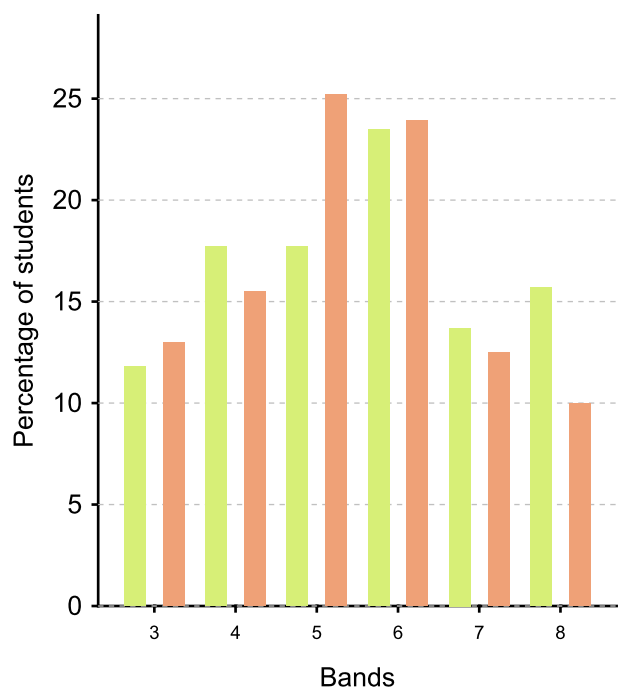
**Percentage in bands:**  
Year 5 Reading



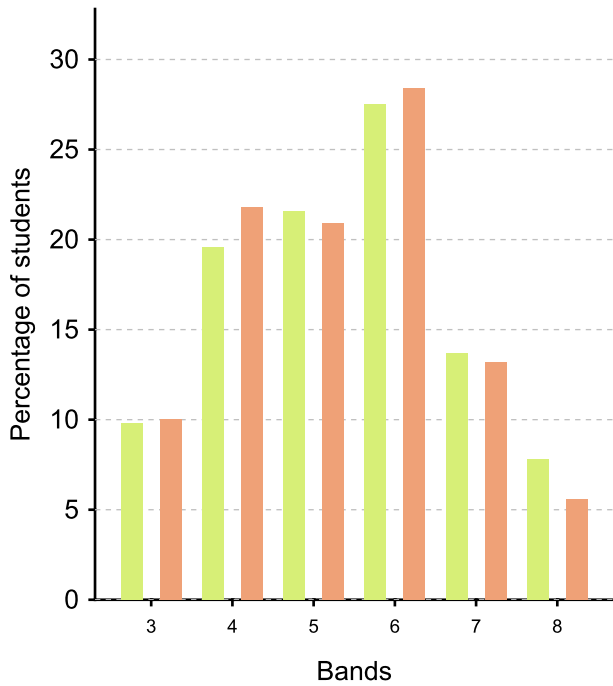
**Percentage in bands:**  
Year 3 Writing



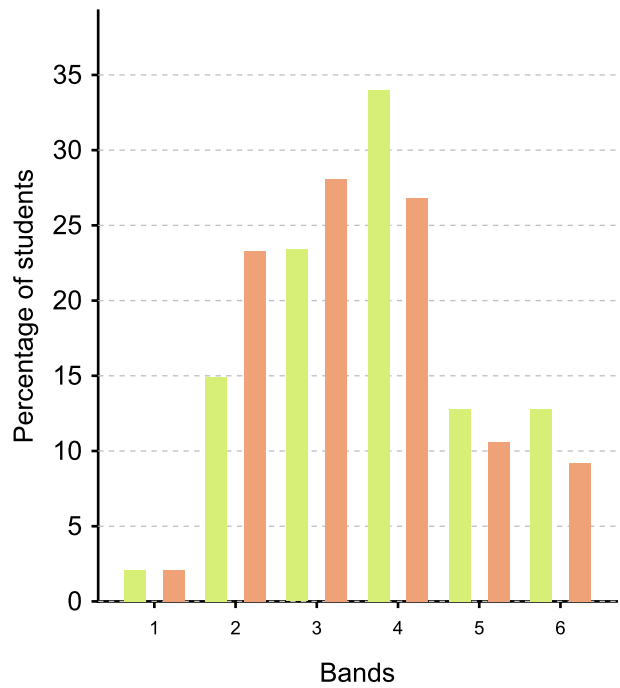
**Percentage in bands:**  
Year 5 Grammar & Punctuation



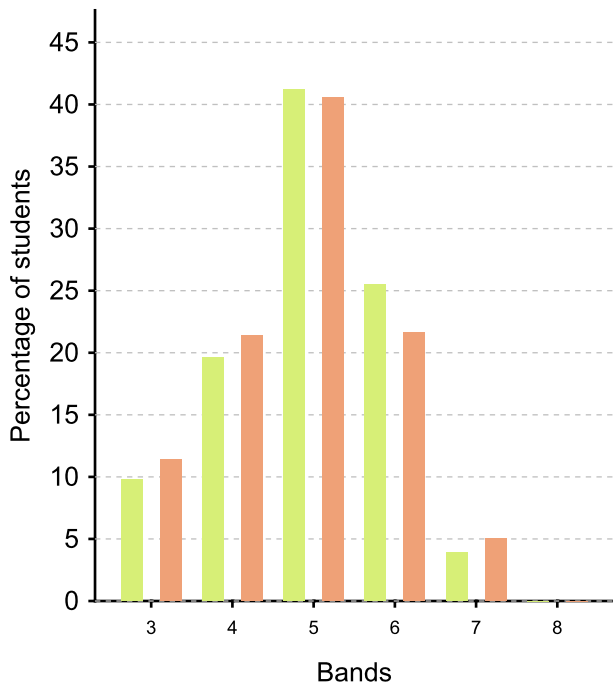
**Percentage in bands:**  
Year 5 Spelling



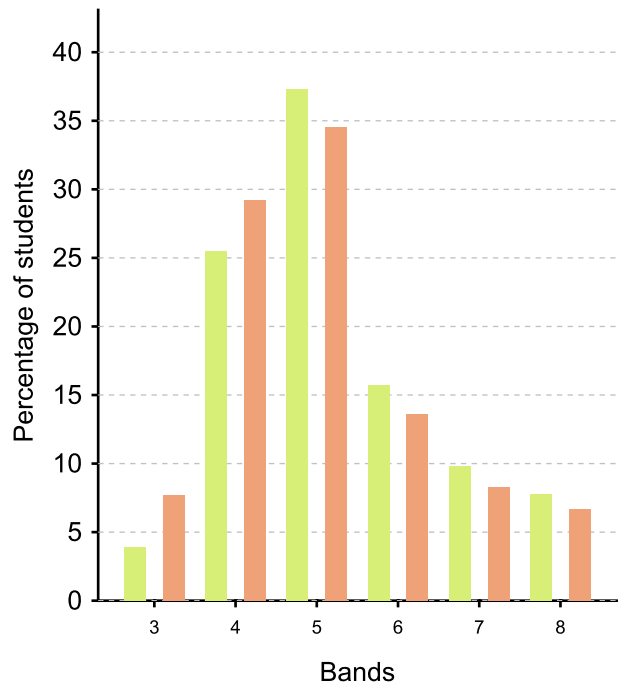
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



In 2017 expected growth was a focus for our school.

Expected growth

Numeracy: 45.8% year 5 and 69.2% year 7

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.>

In 2017 Sunshine Bay Public School had 33.3% of Aboriginal students in the top band for Reading and

Numbers, Patterns and Algebra. No students in year 5 were in the top two bands. In year 7 20% were in the top two bands for spelling and numeracy.

## Policy requirements

### Aboriginal education

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

In 2017 14% of our students identify as Aboriginal and/or Torres Strait Islander descent. The Aboriginal Education Team, in consultation with community, staff and our local AECG decided to use RAM funding to employ an aboriginal school learning support officer for 2017. This role entailed support students within the classroom and playground, initiating visits from outside agencies and being a support person to parents if they need when speaking to teachers. This role has had a very positive impact on our school.

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

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

### Multicultural and anti-racism education

Sunshine Bay Public School has 6% multi cultural population. These students are supported through EALD funding. We are very lucky to be a hub for development of programs and initiatives in regards to multicultural education. We regularly have visiting parents and carers come to share their expertise.

We have two trained ARCO teachers within our school. In 2017 we had one incident needing ARCO intervention.