

The Beach School Annual Report



2017



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Introduction

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

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School background

School vision statement

At The Beach School we believe that by working collaboratively within and beyond the school, we will create an inclusive environment providing greater opportunities for students to achieve personal success as 21st century learners and responsible citizens.

Students will have educational opportunities that were unattainable in a mainstream setting. Through careful planning, students will experience personal successes through staff providing “manufactured success” opportunities with students developing a sense of self-worth and self-belief. This will lead to students working towards being positively contributing members of society.

A culture of high expectations supports the belief that all students can learn, progress and achieve. Students will have the opportunity to participate in education on the same basis as mainstream students.

Through inter-agency collaboration and partnerships with mainstream schools, the school will work towards a collective impact leading to improving the opportunities for the students and their families in the wider community.

School context

The Beach School is an SSP (School for Specific Purposes) which caters for 42 students in years 7 to 12 who typically are exhibiting challenging and/or disruptive behaviours, may have mental health issues, have low self-esteem, poor social skills and an inability to adjust to a mainstream educational setting, therefore affecting their academic potential.

The Beach School aims to deliver an intensive intervention program designed to help students learn to manage their behaviour and integrate successfully into mainstream settings which may include school, work and/or TAFE.

The Beach School offers programs that develop individualised learning opportunities for those students who have exhausted all possible recorded interventions or supports provided by their home school. The school aims to assist students to achieve their personal best level of educational excellence. This will be done by setting challenging, yet attainable, goals for all students. The Beach School is committed to enhancing students' ability to make positive, informed choices and to develop skills which assist them in managing day to day challenges, both in and out of the school environment.

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 **Learning Domain** our focus has been on academic engagement and improvement and understanding the students wellbeing . We have achieved significant progress in developing a positive and respectful school environment. The school community understands that wellbeing is a key under pinning of improved student outcomes, socially and academically. We have implemented a whole school approach to address many of the contributors to wellbeing with an explicit focus on safety, respect and personal responsibility to create a positive teaching and learning environment and improve student engagement.

In 2017 there have been more students integrating back to mainstream meaning we have followed mainstream scope and sequence more closely. Students are engaged in improving their learning to be able to complete work to the best of their ability. Staff have worked alongside mainstream colleagues to provide students with an engaging academic program.

In 2017 we have also employed a teacher in a transition advisor role. This role is to work with students who are wanting to gain more employment related skills, moving forward these students will work on a Personalised Transition Plan. Teaching and learning programs incorporate the development of living skills to prepare students for post school life. Students in senior years are supported to undertake work experience and prepare for the transition to work

In addition, through a range of community programs and learning alliances with other schools and organisations, our students have had the opportunity to engage in a broad range of programs that support their development, connectedness to school and relationships with others.

In the **Teaching Domain** our major focus has been learning and development, and collaborative practice. Our professional learning has been targeted to address the individual needs of our teachers and the identified priorities of the school. Our progress in this area has been enhanced through refining the systems and processes in the school to enable teachers to work together to improve teaching and learning across the school and for particular student cohorts. The use of technology to enhance and motivate student learning across all KLA's has been evident this year with staff designing and delivering programs using new technology. Strong processes have been implemented to support performance and development with regular classroom observations, teacher reflections and opportunities for feedback in place to support growth and improvement in teaching practice.

In the **Leading Domain** the focus during 2017 was on developing leadership capacity and clearly defining leadership roles. Three aspiring teachers were given opportunities to relieve in executive positions culminating in them sharing the Assistant Principal roles.. Leadership was distributed more widely among staff at The Beach School throughout 2017. Teachers demonstrated their leadership skills through coordinating programs including; the Kitchen Garden Program, Out of the Blue Art Exhibition, the role of Curriculum Co-ordinator, lead teacher in the EPC and Work Education programs. A range of excursions and community access visits were also facilitated by staff members, including; travel training, work crew, inter- school sports and excursions to museums and galleries to cement class learning.

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:

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

Strategic Direction 1

Student Learning

Purpose

Develop consistent, high quality educational practices and student achievement through a challenging, innovative and inclusive curriculum.

To build student capacity through academic achievements which recognise each individual's right to an inclusive education regardless of circumstance (Disability Standards for Education).

This will be achieved through personalised learning plans which take into account academic, social, emotional, physical and well-being needs for each student. Consultation will include the student, family/carers, school and agencies/services.

Overall summary of progress

In 2017 student learning was enriched by creating new staff positions focusing on transition and curriculum, the implementation of the Australian Curriculum and new school based projects.. Every student participated in creating their own learning goals through their personalised learning plans with emphasis on achievements in literacy and numeracy. Students continued accessing VET subjects for Construction and Business Services.

A speech therapist was employed to assist students individually and in groups on their social communication. The therapist also worked to develop staff skills in regards to programming for student needs.

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">All students show an improvement in engagement with education either through school attendance or engagement with appropriate support services – this is an individualised measure against each student's achievements prior to attending The Beach School.	Professional learning funds Transition Advisor relief Curriculum Coordinator SLSO support Integration Funding	Staff participated in Professional Learning to engage students and then implemented programs in the following areas <ul style="list-style-type: none">– science–technology– metal work– art– ceramics– numeracy– literacy In 2017 100% of year 10–12 participated in Work Experience.
<ul style="list-style-type: none">All students will have a personalised learning plan that addresses academic, social, emotional, physical and well-being outcomes.	Curriculum Coordinator SLSO support Integration Funding Transition Advisor Duke of Edinburgh Professional Development	All students have Personalised Learning Plans. Staff participated in Professional Learning and implemented the learning across the following areas <ul style="list-style-type: none">– testing and assessment– literacy– numeracy

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"> All students will have a personalised learning plan that addresses academic, social, emotional, physical and well-being outcomes. 		<ul style="list-style-type: none"> – swimming – music – HSIE –ADHD/ Mental Health Workshop – The Big Feed – Bushlink – Trauma informed practices –Respond to emergency situation training – Autism –VET– Metal Work Training
<ul style="list-style-type: none"> Students and teachers share a common understanding of learning goals and related success criteria. 	Beginning teacher Funds Aboriginal Loading Professional Development	<p>All students have individualised student folders that provide an overview of student achievement and demonstrate measurable progress in literacy and numeracy</p> <p>Assessment of all students is consistent across the school. Teachers have explored and utilised a range of standardised assessments to inform teaching and monitor progress</p> <p>Regular IEP meetings with students, families and carers</p>

Next Steps

- Refining the PLP process
- Individual Transition Plans
- Refining integration strategies

Strategic Direction 2

Staff Learning

Purpose

Develop whole school practice which enables all students to be highly engaged in learning and be emotionally supported.

To building staff capacity through evidence based practice and shared professional practice that is delivered in a consistent and rigorous manner.

This will be achieved through regular whole staff professional development and regular review of practice with staff collaboratively reviewing student outcomes both academically and behaviourally.

Overall summary of progress

Staff were involved in a variety of Professional Learning opportunities. Staff worked closely with various trauma informed specialists to transform the program and physical layout of the school. This has had a dramatic impact on staff/student relationships and seen an increase in attendance and engagement.

Staff have refined school programs with an emphasis on mainstream curriculum. 2017 has seen an increase in students integrating back to mainstream settings so teachers have worked closely with their mainstream colleagues to make the transition as streamlined as possible by following each schools academic program.

SASS staff have been involved in the PDP process which has resulted in more targeted professional learning. SASS staff have been involved in training in trauma, challenging behaviour and mental health. SASS staff have also been provided opportunities to work in mainstream settings.

All Beach School staff were involved in Understanding Autism training.

The EPC class at Narrabeen Sports High School was seen as an excellent model by the new Executive Director and has been extended for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show an improvement in engagement with education either through school attendance or engagement with appropriate support services – this is an individualised measure against each student's achievements prior to attending The Beach School.	Professional Learning Transition Advisor Curriculum Coordinator	Staff participated in Professional Learning to engage students and then implemented programs in the following areas – science –technology – metal work – art – ceramics – numeracy – literacy In 2017 100% of year 10–12 participated in Work Experience.
All programs will be internally reviewed and critiqued by staff. Student and parent/carer feedback will also be collected.	RAM funding	Student surveys Parent/Carer and community surveys. Mapping current practice and possible changes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All programs will be internally reviewed and critiqued by staff. Student and parent/carer feedback will also be collected.		<p>against the elements of the Melbourne Declaration.</p> <p>Mapping current practice and possible changes against the National Curriculum.</p> <p>Peer review of teaching practice.</p> <p>Review of data collection practices.</p>
Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.	<p>RAM funding</p> <p>Life Skills Program</p>	<p>All staff, teaching and non-teaching, develop Professional Development Plans that reflect their professional needs as well as address student, school and community needs.</p> <p>Staff will monitor and review their teaching practice through peer mentoring, staff workshops and executive observations and feedback.</p> <p>Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.</p> <p>Breakfast program, life skills program</p>

Next Steps

- measuring improvements
- focussed PL on other settings
- formative assessment
- literacy and numeracy continuums

Strategic Direction 3

Community Learning

Purpose

Develop community trust and capacity with strategic support to enable students to become successful, confident and creative citizens.

To build a whole community approach to supporting students and their families to maximise positive student outcomes. This will be achieved through a collaborative approach to the complex case management for each student. The school will work with mainstream schools, other SSP settings, agencies/support services, specialists and DEC services. The school will constantly look at new and innovative ways to address student needs.

Overall summary of progress

The Beach School has a strong community presence. In 2017.

The Beach School was represented on the Northern Beaches Youth Interagency in an executive capacity working with agencies across the Northern Beaches. In this capacity The Beach School assisted running parent nights and teacher training in RAGE.

The Beach School managed the Out Of The Blue exhibition at the Warringah Creative Space which saw 5 SSP schools join together to exhibit art around the theme 'Blue'.

The Beach School ran training for mainstream colleagues. and worked alongside beginning teachers.

The Beach School led a Principal tour for schools in remote NSW locations assisting rural communities with understanding trauma, behaviour management, adjustments and modifications, mental health and developing leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of schools and agencies involved in partnership projects/programs with the school	Executive Relief	<p>The Beach School became a lead agency in The Northern Beaches Project whilst it was run under FACS guidance.</p> <p>The Beach School are successfully involved in Executive Committee and hosting all bi-monthly meetings at school</p> <p>Agencies running programs at school or working on site with students are</p> <ul style="list-style-type: none">– DAYSS–Mission Australia– Streetwork– Burdekin– Headspace/CYMHS
The Beach School staff working within mainstream schools, 3 focus mainstream high schools in 2015, 5 new focus high schools in 2016, reviewed in 2017.	Professional :Learning	<p>The Beach School have led training for LAST staff, welfare teams, new scheme teachers, school counsellors, year advisors and executive</p> <p>Organised RAGE training for various agencies and 40 school deputies</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Connect Expo – 10% increase in schools attending, 10% increase in support services attending.		Decision to run the Expo every second year meant this did not happen in 2017
10% increase in students and/or their families/carers engaging with support services.	RAM funding	Students and their families are encouraged to engage with services. Lack of engagement is reviewed and appropriate reporting to CWU/FACS where necessary occurred. Parents and carers engaged in after-hours groups for less formal support.

Next Steps

- Expand the work crews to develop projects for other schools
- Work with local agencies on parent and student groups
- Deliver more training to mainstream schools
- Develop relationships with new agencies working across the Northern Beaches.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No new funds– funds rolled over from 2016	Identified students received extra support. Whole school was involved in programs. Identified Aboriginal staff worked with developing a cultural identity with students
Socio–economic background	\$5226	Students were able to access camps, school activities, distance education, uniforms and sport. Students were also provided with support staff when attending work experience, TAFE and integration
Support for beginning teachers	No new funds– funds rolled over from 2016	The Beach School supports beginner permanent teachers as well as beginner casual teachers. All staff benefit from training provided for beginner teachers either through sharing the training or mentoring the beginner teachers. Team teaching and sharing programming and differentiation of the educational program as well as behaviour management benefits students and staff.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	18	21	18	25
Girls	12	10	8	11

Students are referred to The Beach School through their home school. The referrals are presented at the DoE Macquarie Park Office Placement Panel where the referral is considered before an offer of placement is made.

The Referral Placement Panel occurs twice a term which results in a regular intake of new enrolments.

The enrolment graph is a snapshot of the school at census time (March 2015) and is not indicative of enrolments across the year. The school has a capacity of 42 students and the enrolments fluctuate across the year with Term 1 being usually the lowest point of enrolments.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	4.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.82
Other Positions	0.2

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At the beginning of 2016 The Beach School had 7% of staff identifying as Aboriginal. We also have casual staff

who 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	29

Professional learning and teacher accreditation

All teachers at the Beach School are accredited at Proficient.

The Beach School has no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

The Beach School has no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead.

The Beach School has a commitment to on-going professional development for all staff – Teachers, School Learning Support Officers and Office staff.

The outcomes to be achieved and constantly monitored are –

Improved programs for students

Improved student learning

Improved attendance and retention rates for students

Reduced suspension rates

Improved safety for students and staff (including WH&S training)

Leadership development opportunities for staff

Staff satisfaction in their work

Recognition and leadership in the community especially in regards to developing work practices/partnerships between schools and agencies.

This is achieved through individual professional learning opportunities and through whole school professional learning opportunities. All staff are involved in developing personalised professional learning plans. Professional learning includes mandatory training in emergency health care, child protection, disability standards, as well as technology,

behaviour management, mental health, VET training, financial training, SASS training and curriculum specific training.

The school provides professional learning opportunities in partnership with Northern Beaches Youth Interagency Services and local schools.

The average expenditure of professional learning per teaching staff member was \$600.00. An extra amount of money was spent on professional learning for SASS staff (School Learning Support Officers and Office staff).

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	430,091
Revenue	1,775,270
Appropriation	1,704,255
Sale of Goods and Services	1,569
Grants and Contributions	63,591
Gain and Loss	0
Other Revenue	0
Investment Income	5,854
Expenses	-1,699,943
Recurrent Expenses	-1,699,943
Employee Related	-1,506,580
Operating Expenses	-193,363
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	75,327
Balance Carried Forward	505,418

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial

policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

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

	2017 Actual (\$)
Base Total	402,888
Base Per Capita	12,269
Base Location	0
Other Base	390,619
Equity Total	5,226
Equity Aboriginal	0
Equity Socio economic	5,226
Equity Language	0
Equity Disability	0
Targeted Total	1,122,111
Other Total	134,641
Grand Total	1,664,866

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.

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 the school surveyed students, families and staff using the Tell Them From Me survey as well as school built surveys.

As a result of the surveys the following findings were reported on and used to inform strategic directions:

Students

- strongly respect their teachers
- feel accepted and a sense of belonging
- feel that they have made positive changes
- programs are enjoyable

workshops for the students.

Parents

- feel inspired by seeing the growth in their child and others attending the school
- the school has made a positive difference

Teachers/Staff

- feel included in decision making
- look forward to more professional learning in mental health and emotional disturbance
- feel that make a difference in people's lives

Policy requirements

Aboriginal education

Aboriginal Education is imbedded across all KLAs to a greater or lesser extent. Every opportunity to reflect an Aboriginal education point of view is used to widen students' acknowledgement and appreciation of the Aboriginal historical contribution and cultural richness to the nation that Australia now is.

Quality teaching practices are reviewed to ensure that Aboriginal content and perspectives are included across all KLAs from an historical and a contemporary viewpoint.

All students have an Individual Education Plan and Personalised Support Plan regardless of whether they are Aboriginal or not. Access to Education, support, accommodations and adjustments are put into place for all students in keeping with DDA legislation.

Multicultural and anti-racism education

The school uses an integrated food technology program where students achieve outcomes in Languages other than English, History and Geography whilst enjoying the rich diversity of different cuisines across the globe. This program provides an opportunity for families and community from culturally diverse backgrounds contribute to the teaching and learning. This program also includes Sustainability and Community Service. The school has a permaculture garden tied into the program.

The school has developed this program as part of a Sustainability in SSP schools project. Our SEMP (School Environmental Management Plan) is on the Sustainability website as an example of best practice.

The school has an ARCO position, this person has the responsibility to ensure that students and staff have an appropriate person to voice concerns. The ARCO officer has the responsibility to ensure that staff reflect in culturally respectful and inclusive practices across the school.

The school invites outside providers to run harmony