

Avoca Beach Public School

Annual Report



2018



1082

Introduction

The Annual Report for 2018 is provided to the community of Avoca 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.

Ross Hallaways

Principal

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Message from the Principal

Avoca Beach Public School (ABPS) is situated on the Central Coast of NSW. It was established in 1935 and enjoys strong links with the local community. The school provides a safe, caring and stimulating environment for learning where all students are encouraged to strive for their personal best. In 2018 the student population was 514. 2018 was a successful year for the school with students achieving at a high level in a variety of areas including academic, sporting and cultural. The continued focus on quality teaching and learning has produced outstanding results of which every student, parent and teacher can be proud. The teaching, administration and support staff are committed and dedicated. They are focused on supporting the growth and development of each student and providing the very best learning environment. I would especially like to acknowledge the commitment and support of the teaching executive.

One of the highlights of the year was again the annual School Fair held in August. This was a great community event which was organised by a group of dedicated parents and community members. It highlighted the wonderful links that exist between the school and the local community. I thank the organisers for their hard work and dedication. I would like to thank the P&C for their ongoing support of the school. To the president Mrs Paula Jamal, the P&C executive and the other office bearers and members, my sincere thanks for their many hours that are given to assist in the programs run at our school. Through their hard work we were able to fund a new multi-purpose room coming into operation in 2019. This will be a valuable addition to our school facilities in the years to come.

I am looking forward to 2019 as we continue to implement and evaluate our new 2018 – 2020 Strategic Plan. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ross Hallaways

Principal

School background

School vision statement

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. Our innovative, collaborative and inclusive culture empowers and supports every learner.

School context

Avoca Beach Public School is a comprehensive K–6 primary school on the Central Coast of NSW. Our school population of 514 students, including nineteen students identifying as Aboriginal and Torres Strait Islander is accommodated in 21 classes and supported by a Principal, Deputy Principal, four Assistant Principals, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational, and positive well-being links within the Kincumba Learning Community. This collaboration of local public schools, including Kincumber High School, is dedicated to developing best practice in order to improve student outcomes and provide a smooth transition into high school.

The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG. As a school, we are committed to embedding Aboriginal perspectives into key learning areas and further developing respect and understanding of Aboriginal culture for Aboriginal and non Aboriginal people. Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student well-being and recognises the value of open, two way communication.

Professional learning to support teachers to meet the needs of 21st Century learners is an integral component of the school's future directions.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

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.

At Avoca Beach Public School each staff member is part of a team that is responsible for charting the progress of our milestones in the school plan.

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>

TEACHING

Purpose

To strengthen the positive learning culture to develop a deeper knowledge and understanding of quality practices which promote innovative and collaborative teaching.

School Excellence Framework Reference

- Effective Classroom Practice
- Data skills and use
- Professional Standards
- Learning and Development
- Student performance measures
- Educational Leadership

Overall summary of progress

To support all staff in the implementation of quality teaching practices, a committed and focused approach to a diverse range of professional learning has been undertaken, particularly in the areas of explicit teaching of spelling, grammar and punctuation and utilising technology in class room practice. All teachers have been involved in professional development regarding feedback, Science and Technology, learning needs (specifically Dyslexia and Down Syndrome) and learning progressions to name but a few. These elements of best practice are implemented across all stages. Technology upgrades and the implementation of Bring Your Own Device (BYOD) across Year 4 and Stage 3 have allowed all classrooms to be well resourced with technology. All classes have access to iPads, laptops and robotics. Relevant professional development has been undertaken and technical support has ensured the effective integration of technology across all key learning areas. Opportunities to participate in a wide range of extra curricular experiences including academic, cultural and social interactions have been well supported. Positive Behaviour for Learning (PBL) has continued to be implemented this year. Explicit teaching of a weekly focus has ensured the consistency of school wide expectations. Data continues to drive areas for focus. PBL Rewards Day and the achievement of 'Super Stellers' have continued to be well received by students, parents and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of Year 3, 5 and 7 students in the top 2 bands for reading in NAPLAN will increase by 12% by 2020. eg: 77%, 58%, 62% respectively.(Baseline 2017)	Professional Learning: \$18 000 Technology Upgrades: \$16 700 New technology: \$23 000 L3 Training course and release: \$4 000 Teaching Resources: \$17 500	Year 3 achievement: * In reading, 61.3% of students achieved proficiency compared to 51.6% of the State. * In writing, 47.5% of students achieved proficiency compared to 45.1% of the State. * In spelling, 53.8% of students achieved proficiency compared to 50.2% of the State. * In grammar and punctuation, 52.5% of students achieved proficiency compared to 48% of the State. Year 5 achievement: * In reading, 52% of students achieved proficiency compared to 36.3% of the State. * In writing, 17.3% of students achieved proficiency compared to 14.9% of the State. * In spelling, 32% of students achieved proficiency

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of Year 3, 5 and 7 students in the top 2 bands for reading in NAPLAN will increase by 12% by 2020. eg: 77%, 58%, 62% respectively.(Baseline 2017)		compared to 35.8% of the State. * In grammar and punctuation, 30.7% of students achieved proficiency compared to 34.8% of the State. Over the last 3 years, Year 5 reading has continued to improve by 16.2% in the top 2 bands..
The percentage of Year 3, 5 and 7 students in the top 2 bands for numeracy in NAPLAN will increase by 12% by 2020. eg: 61%, 46% and 61% respectively by 2020. (Baseline 2017)	Nil	Year 3 achievement: * In numeracy, 38.8% of students achieved proficiency compared to 40.8% of the State. Over the last three years, Year 3 numeracy has continued to improve by 5.4% in the top 2 bands. Year 5 achievement: * In numeracy, 25.7% of students achieved proficiency compared to 30.2% of the State. Over the last three years, Year 5 numeracy has continued to improve by 4.9% achievement in the top 2 bands.
At least 80% of students demonstrate expected growth across literacy and numeracy progressions relevant to expected timeframes.	Nil	Expected growth for Year 5 students according to NAPLAN results in 2018 indicate: * In reading, 71.2% of students achieved at or above expected growth. An increase of 8.2% from the previous year. * In writing, 41.9% of students achieved at or above expected growth. • In spelling, 50% of students achieved at or above expected growth. • In grammar and punctuation, 44.6% achieved at or above expected growth. * In numeracy, 47.2% of students achieved at or above expected growth.
100% of Aboriginal students achieving in the top 3 bands in reading and numeracy in Years 3, 5 and 7 NAPLAN BY 2020.	Nil	Year 3 achievement: • In reading and numeracy, 50% of Aboriginal students are achieving in the top 3 bands. Year 5 achievement: • In reading, 83% of Aboriginal students are achieving in the top 3 bands. • In numeracy, 60% of Aboriginal students are achieving in the top 3 bands.

Next Steps

- Student literacy and numeracy achievement will continue to be analysed from internal and external assessment data.
- Professional learning to introduce and utilise learning progressions in 2019. In 2019, teachers will begin to track a small group of students against the literacy and numeracy progressions. This data will guide teaching and learning programs to ensure the focus remains on continuous improvement and used by the Learning Support Team to substantiate resource allocation. Rigorous tracking and analysis of data to plan, implement and evaluate individual learning plans and to effectively communicate adjustments to parents.

- In 2019, professional learning will focus on explicit phonics instruction, authentic and engaging writing pedagogy and problem solving in mathematics.
- The school will continue to employ collaborative planning opportunities for staff.
- Performance and Development Plans will be developed and professional learning will be targeted to support teachers in achieving whole school, stage and identified personal goals.

LEARNING

Purpose

To provide a student centred learning environment that challenges and engages all students to be successful, creative, self-directed life-long learners.

School Excellence Framework Reference

- Wellbeing
- Curriculum
- Assessment
- School Resources

Overall summary of progress

School practices demonstrate a commitment to planning, implementing and evaluating our learning environment, teaching pedagogy and learning experiences in order to promote engagement in an authentic way. Our school procedures, improvement measures and data is rigorously tracked and analysed to ensure achievement of our targets. Our teaching and learning programs and individual plans (Personalised Learning Pathways, Out of Home Care Plans and Personalised Learning and Support Plans) are implemented and evaluated regularly to support ongoing student achievement and high expectations. These individual plans are collaboratively developed, implemented and evaluated by the teacher, parents and the wider school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Over 90% of students receive the end of year PBL 'Super Stellar' for demonstrating school expectations.	PBL Rewards day: \$1 200	In 2018, 91% of students achieved their 'Super Stellar'.
The Motivation and Interest aspect of Social and Emotional outcomes increase to meet or exceed the NSW Government norm (7.8% in the 2017 Tell Them From Me student survey.)	Additional LaST Support: \$20 000 Student Wellbeing Officer: \$3 500 Additional SLSO Support: \$12 000	In the 2018 Tell Them From Me student survey, Interest and Motivation was resting 2% below the NSW government norm at 76% in April. This fell 4% by September. In year 4, 77% of students are interested and motivated in their learning and this declines to 62% in Year 5 and increases to 64% in Year 6. Since 2015, this percentage has steadily increased from 68%.
All teachers indicate an increased skill base when utilising technology to support teaching and learning.	Professional Learning: \$4 500	Due to teachers' increased knowledge and skill in utilising technology to support authentic and engaging teaching and learning programs, results indicate: • 82% of teachers indicate that students have opportunities to use computers and interactive technology. • 67% of teachers utilise technology to give students immediate feedback. • 64% of teachers help students self direct their learning by setting goals for new technology learning.
At least 80% of students indicate in the TTFM survey they receive	Nil	80% of students indicate that classroom instruction is well-organised, with a clear purpose, and with

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
regular and timely feedback.		immediate feedback that helps them learn.

Next Steps

- Continuation of implementation of our school's PBL system. In 2018, the school will begin to embed regular data reflection. Twice a term, staff will collect and reflect on PBL achievement data and once a term, a reflection on our playground report data.
- In 2018, we will continue to participate in the Tell Them From Me surveys for students, staff and parents/carers. This will continue to be a source of data for discussion and evaluation of improvement measures linked with our school plan.
- 2018 professional learning with include updating knowledge and skills to effectively use new interactive whiteboards.

Strategic Direction 3

CONNECTING

Purpose

To strengthen and maintain purposeful connections between students, teachers, parents, local community groups and our learning community.

School Excellence Framework Reference

- Educational Leadership
- Assessment
- Management Practices and processes
- Wellbeing
- Community

Overall summary of progress

The school / parent community were involved in opportunities to increase knowledge, skills and understanding of Gifted and Talented children and education and Home Reading. Further opportunities to build connections and celebrate were events such as Grandparent's Day, Mother's Day and Father's Day, Community Connections event (Christmas Carols), Welcome Kindergarten BBQ, Education Week, Public Speaking competitions, sporting events and the end of year annual Presentation Ceremony. The Kincumba Learning Community networks met in Term 3 to engage in professional learning to further develop teachers knowledge and skills in 'What works best'. Commitment to increased communication between home and school via emails, reporting, phone calls and beginning of the year information evenings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Over 80% of parents/carers indicate in TTFM that they are kept informed of, and welcomed at school activities.	Nil	From the Tell Them From Me parent survey: • 72% of parents feel welcome. This has improved since 2016 by 3%. • 73% feel that well informed about school activities. This has improved since 2016 by 10%.
90% of parents attending information sessions indicate an increased understanding of content.	Nil	Parent Information sessions held on a variety of areas. Over 90% of parents attending indicated that the sessions were informative.
100% of teachers engage actively in the Kincumba Learning Community Network meetings held each term.	Combined Kincumba Learning Community SDD: \$2 500 Catering for Network Meetings: \$300 Leadership Forum: \$500	In 2018, one Kincumba Learning Community Network meeting was held. This was specifically for Kindergarten teachers on transition practices from pre-school to school. All four Early Stage One teachers participated. All teachers participated in the bi-annual Kincumba Learning Community Staff Development Day that involved utilising an informed staff member from each school to present practical strategies to implement CESE's 'What works best' document.

Next Steps

*The school will actively maintain and continue to develop strong, meaningful connections with all members of the school community. In 2019, we will focus on increasing our ability to collect and analyse data to ensure that we are continuing to

improve practise and connections with all community members.

*Continuation of consultation practices with the school community regarding the school's future directions, implementing and evaluation the 2018–2020 School Plan.

*Continuation of the commitment to further developing learning outcomes and cultural connection for Aboriginal and Torres Strait Islander students and their families.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Teacher Release: \$45 000	In 2018, Quality Teaching, Successful Students (QTSS) was focussed on providing professional learning in the area of technology and
Support for beginning teachers	Teacher Professional Learning: \$10 500	Beginning teachers were provided with a mentor who is a permanent member of staff. The relationships were built initially around providing practical advice and guidance in effective classroom pedagogy and assessment, behaviour management as well as invaluable support in assisting beginning teachers to achieve their Professional Development Plan.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	265	276	291	278
Girls	242	235	238	235

Due to an established suburban area with little land to build upon, enrolments do fluctuate and by the end of 2018 the enrolments had declined further.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	95.8	95.2	95.1
1	95.6	94.1	94.1	91.9
2	94	94.9	94.6	93.4
3	94.6	94.7	94.7	93.6
4	93.5	93.7	92.4	92.7
5	95.7	94.3	93.4	89.8
6	94.2	94.2	91.7	91.3
All Years	94.8	94.5	93.7	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Tighter controls in managing non-attendance were a focus in 2018. Thorough and regular attendance checks for whole and partial non-attendance was a weekly / fortnightly role within the executive team. The importance of regular attendance was documented in weekly newsletters, non-attendance letters were generated weekly and formal letters to parents on students regular partial non-attendance began. During the Kindergarten transition period, 2019 Kindergarten parents were educated on the importance of regular

and prompt attendance. Improvement measures are focussed on educating parents on the importance of regular attendance and the value that schools place on this as it impacts their academic, sporting and social and emotional learning achievements.

Class sizes

Class	Total
KB	20
K_1S	22
KT	20
KM	19
1B	20
1F	21
1C	18
2M	21
2D	20
2W	21
3S	28
3D	28
3A	27
4_5V	28
4H	30
4B	29
5_6D	28
5_6A	29
5_6W	26
5_6R	27
5_6J	30

Structure of classes

Collaborative discussions and decision making occurs between the current year's teacher, Assistant Principal as well as the Deputy Principal and Principal to determine the most appropriate class for students. Decisions are based on data, factual and observational, to work towards providing the best learning environment for all students to succeed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.52
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Avoca Beach Public School does not have any staff members who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

Professional learning and teacher accreditation

In 2018, the Principal, Deputy Principal, four Assistant Principals, seventeen class teachers, two learning and support teachers, and librarian were proficiently accredited.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	362,115
Revenue	4,221,807
Appropriation	3,956,337
Sale of Goods and Services	10,408
Grants and Contributions	250,144
Gain and Loss	0
Other Revenue	0
Investment Income	4,918
Expenses	-4,080,316
Recurrent Expenses	-4,080,316
Employee Related	-3,646,071
Operating Expenses	-434,245
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	141,491
Balance Carried Forward	503,607

The financial summary consists of school income broken down by funding source and is devised from the School Annual Financial Statement. Regular updates on the school's financial position is provided to both the school executive and P&C.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,485,000
Base Per Capita	102,292
Base Location	0
Other Base	3,382,708
Equity Total	138,411
Equity Aboriginal	14,330
Equity Socio economic	15,124
Equity Language	0
Equity Disability	108,957
Targeted Total	100,175
Other Total	97,211
Grand Total	3,820,796

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

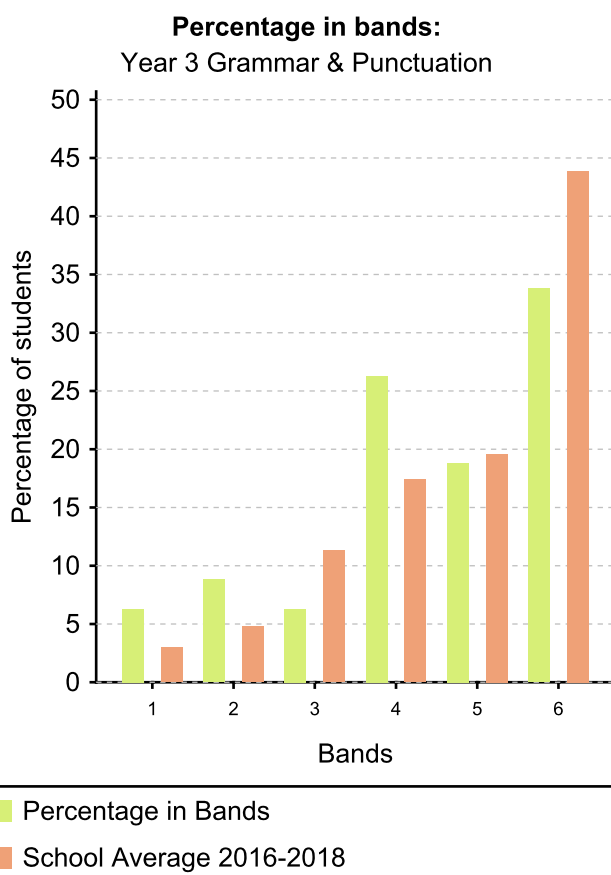
For Year 3 NAPLAN:

- The school had a smaller number of students in the top band compared with the school average for Grammar and Punctuation.
- In Reading and Spelling, the 2018 results were relatively consistent with the school's 2016 – 2018 average.

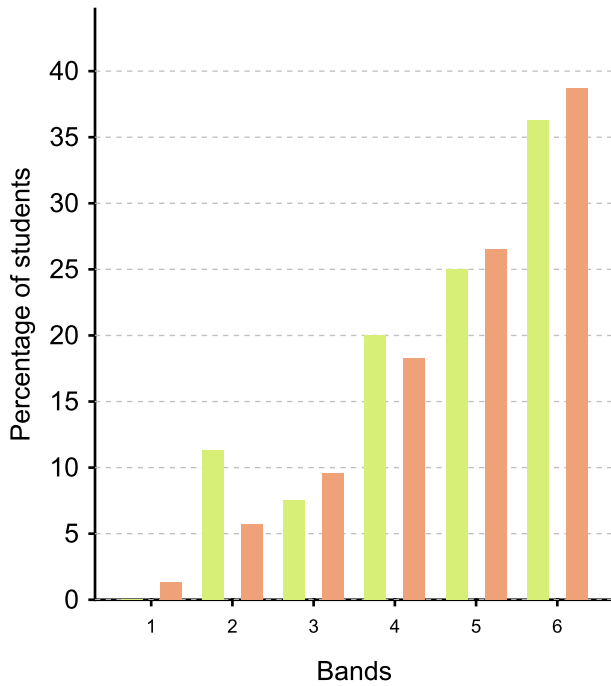
- The school had a smaller number of students in the top two bands compared with the school average for Writing.

For Year 5 NAPLAN:

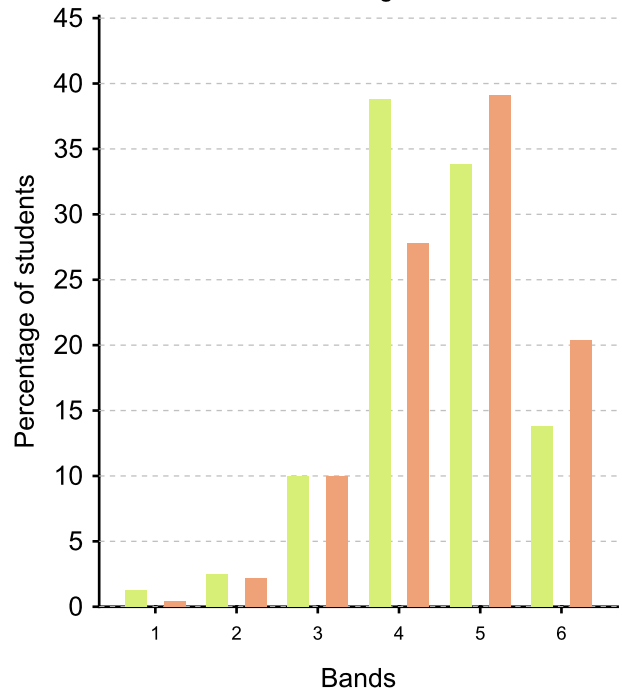
- In Grammar and Punctuation, the 2018 results were relatively consistent with the schools 2016 – 2018 school average.
- 2018 results for Reading in Band 8 is consistent with the 2016 – 2018 average.
- In Spelling, the 2018 results were relatively consistent with the school's 2016 – 2018 average.
- In Writing, students were over represented in the bottom two bands compared to the school's 2016 – 2018 average.



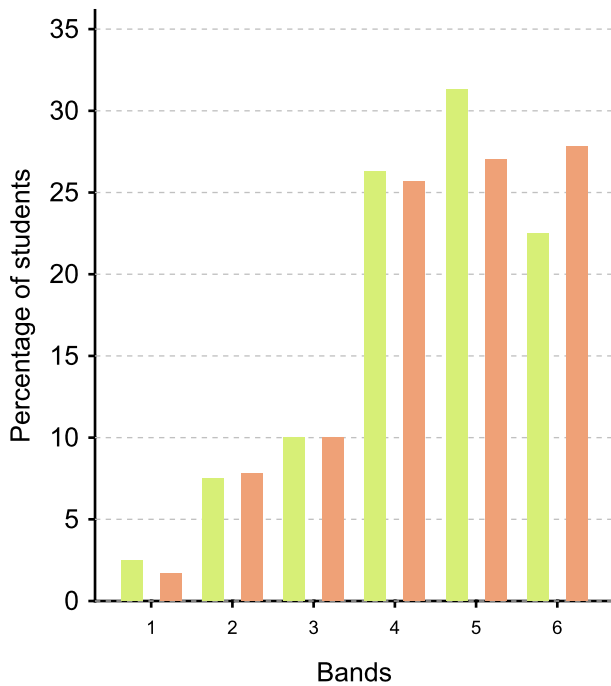
Percentage in bands:
Year 3 Reading



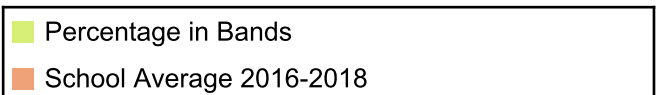
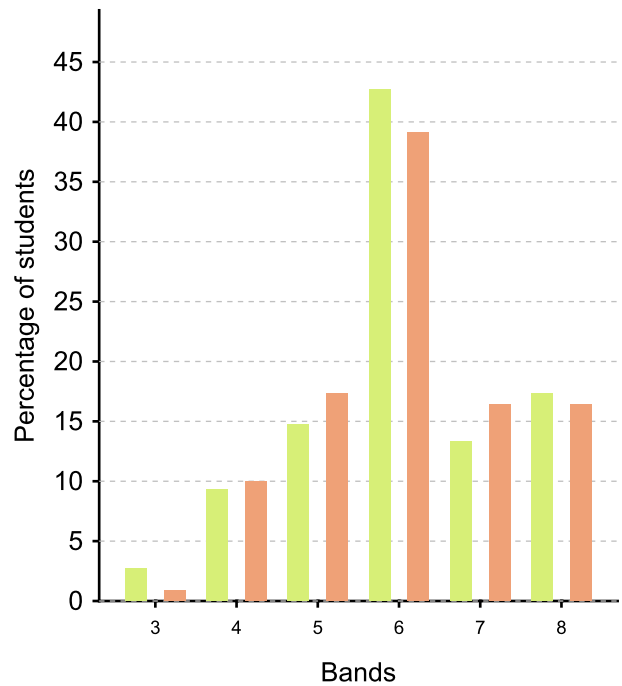
Percentage in bands:
Year 3 Writing



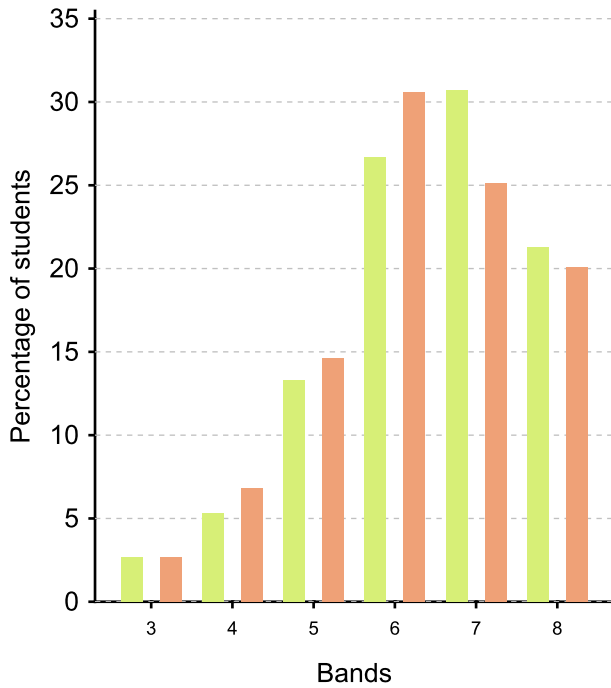
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

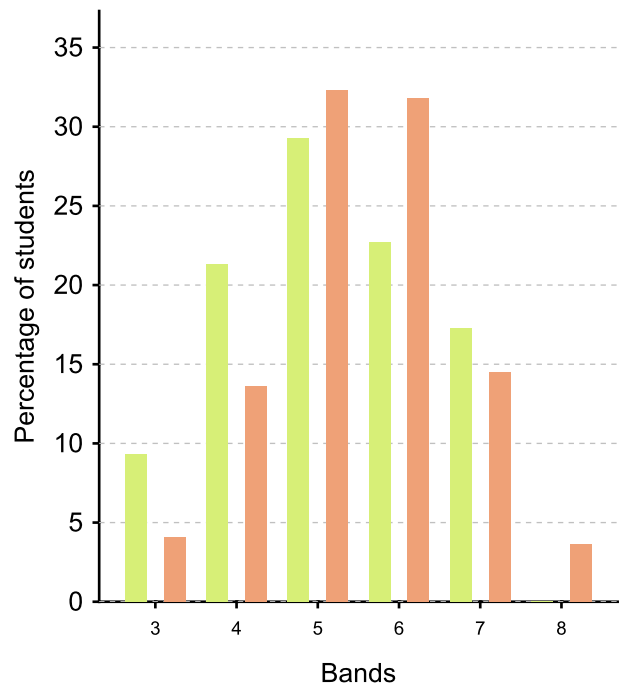


Percentage in bands:
Year 5 Reading



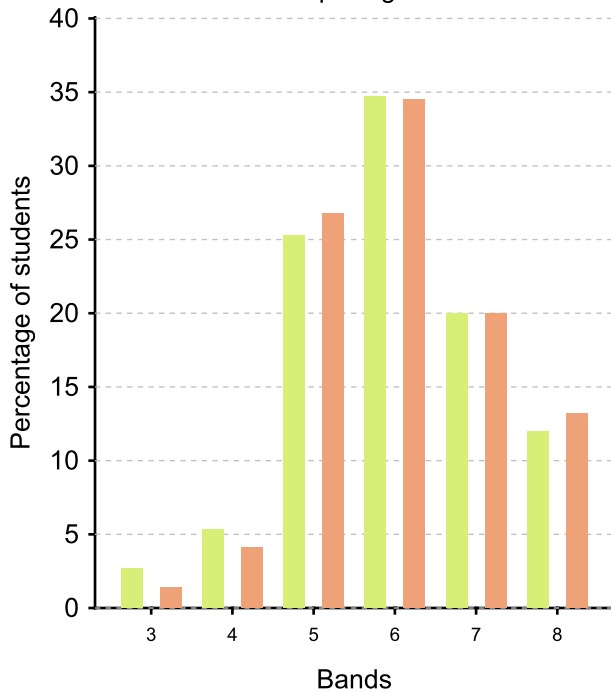
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

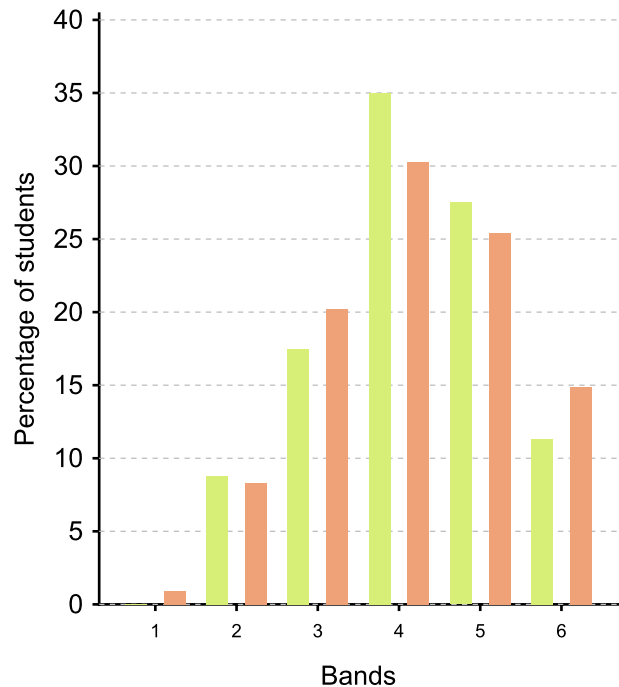
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

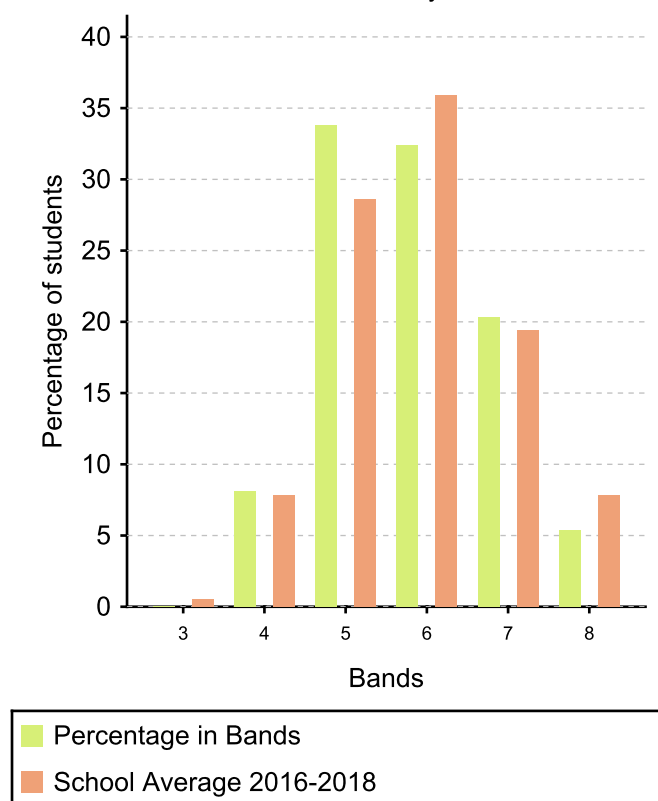
Year 3 and 5 Numeracy results in 2018 are relatively consistent with the school's 2016 – 2018 average.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



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

In regards to the *Premier's Priorities: Improving education results*, 2018 has seen a decline in the percentage of students in the top two bands and there has been an improvement in Year 5 Reading from the 2017 results. The *State Priorities: Better services – Improving Aboriginal education outcomes*, saw an increase of the school's Aboriginal students improving in Reading and Numeracy in the top two bands.

Parent/caregiver, student, teacher satisfaction

The 2018 Tell Them From Me Survey indicates that:

- 84% of students (Yrs 4 – 6) indicated that classroom instruction was relevant to their everyday lives.
- 63% of our Aboriginal and Torres Strait Islander students (Yrs 4 – 6) indicated that they 'feel good about their culture when they are at school'.
- 72% of parents indicated that they felt the school made them feel welcome and
- 78% of parents stated that 'written information from the school is in clear, plain language'.
- 93% of teachers indicated that 'involvement in professional learning has led to changes in my teaching and practises of learners in my classroom'.

Policy requirements

Aboriginal education

In 2018 Avoca Beach Public School had 19 students who identified as Aboriginal and/or Torres Strait Islander. The school values the connection with the Tjudibaring AECG and the Partnership Agreement which supports learning outcomes for Aboriginal students and promotes respect and understanding of Aboriginal culture. Our school hosted Tjudibaring's Annual General Meeting and our Aboriginal students had the opportunity to participate in an Aboriginal dance workshop for the day held at a public school on the Central Coast. This opportunity then led the students to celebrate their achievements and pride of culture by performing at a weekly assembly as well as at the Annual School Presentation Ceremony. 'Because of Her We Can' provided an opportunity for all students to reflect on the significant women that influence, inspire and motivate them to be themselves. This reflection and appreciation led to a school initiative, motivated by committed and passionate staff, for Aboriginal students to collaborate in creating their own book, a book for peers to read that celebrates their journey of culture. This collaboration, with the storyline scaffolded by a teacher, was an opportunity for our Aboriginal students to discuss and share stories and experiences that represent their history as an Aboriginal primary aged school student living at Avoca Beach.

Multicultural and anti-racism education

Our Anti-Racism Contact Officer continued to respond promptly to any notifications of racism. In 2018, two incidences occurred with each incident being thoroughly explored for the motivation behind the remarks. The students involved were given the opportunity to revisit the importance of our school and social values and parents were encouraged to support this with a consistent approach.

Other school programs

Achievement in Sport

The school places great value on sport and physical education. In 2018, Avoca Beach Public School entered ten teams in NSW PSSA Knock Out Competitions in the sports of cricket, softball, football, basketball, touch football, netball and rugby league. The school also competed in all Southern Central Coast Zone PSSA activities, finishing in first place in the Zone Swimming and Cross Country carnivals. A large number of students were selected to represent the Zone at Sydney North trials and championships. All students participated in the Premier's Sporting Challenge.

Creative and Performing Arts

The school places great emphasis on ensuring that all students have access to programs in the Creative and Performing Arts. In 2018, all students from

Kindergarten to Year 2 participated in the school musical, 'Lights, Camera, Action'. Each student had an opportunity to perform onstage in an acting or dancing role. They performed to four sell out audiences. Continuing with the school's focus to develop the public speaking and debating skills of the students, two debating teams participated in the NSW Premier's Debating Challenge. The teams enhanced their skills with one team winning the Zone competition. Six students represented the school in the Central Coast Public Speaking competitions. Avoca Beach Public School entered three groups in the Central Coast Dance Festival. The groups were selected to perform at Laycock Street Theatre in June. These groups had the opportunity to perform outside of this festival, performing at the 5 Lands Walk, Education Week and 'Kincumba Shines', a bi-annual performance shared with the public schools in the local management group. With an increasing interest in music with the encouragement of our Music RFF teacher, three strings groups continued in 2018, a senior, intermediate and junior. Of these students, 11 students performed at the Opera House for the combined String Ensemble and at the Empire Bay Spring Fair. Both the senior and junior band continued to make great progress and performed on several occasions at school events. The school is also privileged to have a junior (K-2) and senior (Yrs 3-6) choir. They performed at our Education Week and Harmony Day assemblies, Grandparents' Day, 'Kincumba Shines', the 5 Lands Walk and the Annual School Presentation.

Technology

Staff continued update their professional learning to be able to provide an opportunity for students to engage in meaningful and future focused technology such as Robotics including EV3 (Lego Robotics), 3D Printing and Gifted and Talented STEM groups.

Wellbeing

In 2018, the school purchased a social and emotional wellbeing program called 'Friendology' for implementation across Years 1 – 6. Kindergarten teachers continued to implement the 'Worrywoos' program. Both social and emotional learning programs benefited all students in building upon their knowledge and skills in successful, positive, proactive and healthy relationships.

In the second semester 2018, the school and P&C employed a Student Wellbeing Officer two days per week. This new staff member liaised with staff and parents to provide an extra layer of support for all students. A program called 'Shine' was run for eight weeks with a group of Year 5 girls and was highly successful in promoting and developing positive relationships built of self-respect and respect for others.

The Student Wellbeing Officer supported students in class as well as outside of class, supporting our students to build their social skills whilst caring for the school vegetable patch.