

Avalon Public School

Annual Report

2018

3792

Introduction

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

Andy Rankin

Principal

School contact details

Avalon Public School

Old Barrenjoey Rd

Avalon Beach, 2107

www.avalon-p.schools.nsw.edu.au

avalon-p.school@det.nsw.edu.au

9973 1439

School background

School vision statement

We are a dynamic and connected school community who are committed to delivering a supportive, innovative and engaging learning environment for all students.

Every child is encouraged to achieve their personal best and become confident, creative and successful lifelong learners.

School context

Avalon School is a large school located at the far northern end of the Northern Beaches of Sydney. The school is renowned in its local community for providing education of the highest quality. It is a proud partner of The Peninsula Community of Schools.

Characterised by a sense of community and a strong welfare focus, parents, staff and community members work in partnership to support students across a range of endeavours aimed at building their self-esteem and confidence.

Our highly professional, dedicated staff team endeavours to encourage all students to achieve their personal best in all that they do through high quality, innovative teaching and learning programs.

All teaching staff are engaged in ongoing professional development aligned to the Australian Curriculum and Professional Standards for Teachers. Differentiation of the curriculum ensures individual student needs are catered for, resulting in positive outcomes for all students.

Our school enjoys an outstanding level of support within the local community and is renowned for high student achievement levels and the provision of diverse educational and extra-curricular opportunities.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated significant progress and 100% improvement across the 14 elements.

Our self-assessment and the external validation 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

Excellence in Writing

Purpose

Through purposeful professional learning, staff will lead all students to become successful and engaged writers who actively take responsibility for their own learning in writing.

Overall summary of progress

By engaging in purposeful, sustained professional learning, staff are leading all students to develop as successful and engaged writers who actively take responsibility for their own learning in writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 30% of students to progress one cluster level by Week 2, Term 3. 55% of students to progress one cluster level and 20% of students to progress two or more cluster levels by Week 2, Term 4.		
Increase from 53.3% to 60% in expected growth in NAPLAN writing results.		
100% of classrooms using Bump It Up walls in Aspects of Writing to monitor progress towards learning goals by the end of Term 3.		
100% of students aware of their writing learning goals by Term 4.		
School writing data wall established in term 2, 2018 and updated at least once per term.		

Next Steps

In 2019, staff will engage in further professional learning and collaborative planning using Literacy Learning Progressions (Writing) aimed at informing their teaching, guiding assessment and working with students to set and reflect on learning goals in writing.

Strategic Direction 2

Real World Problem Solving in a Modern Learning World

Purpose

To build a culture of high quality, standards-based future focused teacher learning that ultimately prepares all our students to mindfully and fluently collaborate, communicate, problem solve and, above all, succeed as effective citizens in a rapidly changing world.

Overall summary of progress

Solution fluency has been implemented across the whole school K – 6. Some classes shared their successes of real world problem solving at Open Day to showcase their learning amongst the community. Staff participated in a 9D project to re-design our staffroom. This provided staff with a student perspective of the inquiry process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ol style="list-style-type: none">1. 100% of staff demonstrate and report increasing skills and innovation integrating iPads with teaching and learning by the end of 2018.2. 100% of students and staff demonstrate skills in the 21st century fluencies, specifically the solution fluency, by the end of 2019.3. 100% of students and staff engaging in mindfulness programs to understand and apply these practices in everyday life by the end of 2020.		

Next Steps

The Modern Learning team is undergoing continued professional learning with our academic partners to explore the Information Fluency. This team will trial this fluency with their students in 2019. This fluency will compliment the Discover stage of the Solution Fluency. A 9D Expo will take place later in the year where students K – 6 will showcase their learning to an authentic audience of parents and community members. Staff and students continue to engage in real world problem solving through the cyclical 9D steps.

Strategic Direction 3

Effective Systems for Organisation and Communication

Purpose

To develop whole school effective organisational practices and systems which enhance communication, administration and partnerships

Overall summary of progress

As a school we are making progress towards our goal of developing effective organisation systems to enhance communication and streamline administration. Roles are equitably shared, clearly defined and communicated at all levels across the school. Professional learning and collegial support for our SAS staff has ensured procedures are streamlined and their skill capacity enhanced.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>To improve communication with all staff and community members so that by the end of 2019 more than 85% of staff and families report that they receive timely, clear and accurate information</p> <p>All staff are implementing new procedures and policies ensuring the safety and well-being of students.</p> <p>By the end of 2019, teachers & SAS will be demonstrating an increased confidence in using all aspects of SENTRAL and other school systems and procedures.</p> <p>By the end of 2019, all SAS staff are able to cover each other's roles and effectively operate school systems as required including Skoolbag, Schoolzine, SENTRAL and aspects of Finance.</p>		

Next Steps

Results from a Parent Satisfaction Survey has highlighted a few areas for continued improvement in regard to preferred methods to communicate, timing and some suggestions for improvement. We are expanding and reviewing the role of our Learning and Support Team and will be re-defining this as the Wellbeing Team. Clearer processes and streamlining procedures to include aspects of behaviour, attendance and learning support. The expanded use of SENTRAL will ensure all interventions and records are visible and can be easily tracked.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio–economic background		
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	411	432	441	440
Girls	456	439	460	478

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.1	95.3	94.1
1	93.2	94.7	94.9	93.5
2	94.2	93.8	94.4	94.1
3	93.2	94.5	95	94.3
4	94.1	94.1	94.9	93.4
5	93.6	93.4	94.5	93.3
6	91.8	94.2	94.5	92.6
All Years	93.6	94.3	94.8	93.6
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

The school uses SENTRAL to maintain accurate records for recording, monitoring and reporting attendance issues. Staff are informed of their responsibilities related to student attendance, daily roll marking and following up of absences. The school provides clear information to parents regarding attendance requirements and consequences of unsatisfactory attendance. A system of contacting parents via letter where an absence is unexplained has been introduced. Students with attendance concerns are supported at the school level and by regional personnel (HSLO), in consultation with parents. Staff are committed to providing innovative and purposeful learning for all students to increase student

engagement at school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.63
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

One staff member identifies as of Aboriginal background.

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	2.5

Professional learning and teacher accreditation

We continued an on-going focus on Writing and Real World Problem Solving. Teachers were actively supported in their accreditation journeys.

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	313,189
Revenue	7,339,567
Appropriation	6,632,622
Sale of Goods and Services	29,074
Grants and Contributions	671,786
Gain and Loss	0
Other Revenue	100
Investment Income	5,985
Expenses	-6,727,452
Recurrent Expenses	-6,727,452
Employee Related	-5,974,980
Operating Expenses	-752,473
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	612,115
Balance Carried Forward	925,304

- The school expended funds in line with the School Plan and its Strategic Directions

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	5,813,650
Base Per Capita	174,226
Base Location	0
Other Base	5,639,425
Equity Total	138,251
Equity Aboriginal	2,614
Equity Socio economic	13,674
Equity Language	7,107
Equity Disability	114,856
Targeted Total	51,787
Other Total	320,748
Grand Total	6,324,436

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.

Significant progress made on writing compared to similar schools and also nationally. This work will continue in 2019.

Numeracy will be a focus area for us in the next school plan. A likely focus will be problem solving.

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.>

No Aboriginal students were in the top two bands.

Looking to increase students in top two bands in 2019.

Parent/caregiver, student, teacher satisfaction

Feedback from the parent community was sought to evaluate our current home/school communication methods.

86% of respondents agree or strongly agree that the communication they receive from the school is timely,

clear and accurate.

71% of parents found it useful that both parent's email addresses can be added for school correspondence.

88% of parents regularly use our Skoolobag app to send in student absence notifications and refer to it for information, reminders and events, although many parents have included some additional ideas for enhancing its usability. For example; would like a school calendar of events, term dates, use of group function etc.

Key recommendations were in line with the future ideas already highlighted by the school. These will be addressed in 2019.

Policy requirements

Aboriginal education

An appreciation, awareness and a better understanding of Aboriginal and Torres Strait Island cultures, past and present, is an integral and valued part of the curriculum and culture of our school. Students participate in a number of individual, small group, class, grade and whole school activities and learning experiences, focusing on not only Indigenous and Torres Strait cultures but, also Australia's rich cultural diversity.

Along with excursions to significant local Aboriginal sites such as Gibberagong Environmental Education Centre, Units of Work in History and HSIE, artwork, music and writing as well as separate art and writing competitions; throughout the year we also, as a school and as part of the Peninsula Community of Schools, celebrated, Harmony Day, Reconciliation Week, the Guringai Festival and NAIDOC Week.

Nura Djaroba, our school's Aboriginal eco-garden is a special learning space, which reminds us daily of the Garigal people who once lived here.

The continued acknowledgement of the original custodians of the land is a feature of all school assemblies.

Multicultural and anti-racism education

At Avalon Public School, we seek to ensure that the Department's Multicultural Education and Anti-Racism policies are implemented as appropriate across curriculum areas. Our school practices and procedures are consistent with policy.

The school's long-standing exchange program with the Year 6 students of Cabramatta Public School continues – and is highly engaging and successful for the students of both schools.

We facilitate the accurate completion of the English as an Additional Language / Dialect (EAL/D) and New Arrivals Program surveys.

Programs enable all students to identify as Australians

within a democratic, multicultural and inclusive society and promote tolerance, understanding and the acceptance of all cultural backgrounds.

Although they are few in number, we provide appropriate support for students who are learning English as an Additional Language / Dialect.