

# Sandy Beach Public School

## Annual Report



2018



4557

## Introduction

The Annual Report for **2018** is provided to the community of Sandy Beach Public School as an account of the school's operations and achievements throughout the year.

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

Diane Blevin

Principal

### School contact details

Sandy Beach Public School

Saye Close

Sandy Beach, 2456

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

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

6656 1777

## School background

### School vision statement

Sandy Beach Public School is committed to providing quality education through dynamic programs, where all learners aspire to reach their full potential. A focus is placed on providing a solid foundation of literacy and numeracy, where students also become critical and creative thinkers.

Our school empowers all students to embrace learning, becoming confident, resilient and self-motivated.

We aspire to develop positive, respectful partnerships between students, staff and parents that promote the cognitive, emotional, social and physical wellbeing of students.

At Sandy Beach Public School we support a learning culture of high expectations where all students can meet the challenges in an ever-changing global society. Our school is a place where students have an opportunity to learn to live.

### School context

Sandy Beach Public School is a K-6 school located 20 km north of Coffs Harbour on the NSW north coast. Our school is a proactive member of the Northern Beaches Community of Schools group. The school has a FOEI of 105 and student population of 360 students. 12% of our schools population consists of Aboriginal students.

Our school has a multi-categorical class that follows an inclusive model. At Sandy Beach Public school we also support students with a range of disabilities through various programs. There are links with external providers to also enhance the education provisions for individual students.

Our school enjoys strong parent and community support with a dedicated P&C, who actively involve themselves in decision-making and fund raising to benefit the education of their children. We are a member of the Healthy kids Association and implement Live Life Well @ School initiatives.

Student participation in sport is enthusiastic including Premier's Sporting Challenge, fundamental movement skills program, inter-school and PSSA competitions as well as a range of sports using government funding to utilize external coaches including surfing for Year 6. Performing Arts is a focus including biannual musicals, guitar and ukulele tuition, choir, class performances at weekly Stage assemblies and dance groups performing at local eisteddfod and festivals. Our school has achieved success in public speaking and debating programs as well as providing a range of extension learning activities for students, including the use of digital technologies. In addition, sustainability initiatives are strongly supported with vegetable garden club, recycling program, projects to increase native vegetation and Water Wise accreditation.

The passionate and highly skilled staff includes an executive team consisting of one Principal, three assistant Principals, one Highly Accomplished Teacher and 35 staff members including Administration and School Learning Support Officers.

## 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:

**External validation – Executive Summary 2018** On 20/09/2018 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary indicates the progress achieved.

**In our 2018 self-assessment, 6 of the 14 elements showed improvement over a 12 month period.**

## **Learning**

The results of this process indicated that in the School Excellence Framework domain of Learning:

For the elements of Learning Culture, Wellbeing, Curriculum and Assessment the school is achieving at the Sustaining and Growing stage.

For the elements of Reporting and Student Performance Measures the school is operating at the Delivering stage.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching:

For the all the elements of the Teaching domain, Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development, the school is achieving at the Sustaining and Growing stage.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

For the all the elements of the Leading domain, Educational Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes, the school is achieving at the Sustaining and Growing stage.

### **School determined next steps in the self–assessment process are:**

1. Assessment practices are used to monitor, plan and report on student learning with a focus on formative assessment, integrated into teaching practice.
2. Effective, explicit teaching methods are given the highest priority and developed through collaboration and feedback.
3. School leadership team focus on a distributed instructional leadership approach to promote a professional learning community and heighten community engagement.

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

### LEARNING

#### Purpose

Engaging students in rich learning experiences is achieved through dynamic programs using explicit instruction and effective teaching strategies. Our purpose is to embed school-wide practices based on collaborative planning and delivery, effective feedback, guided by consistent and reliable student assessment. This will ensure a focus on curriculum and the literacy skills for the future success of our students.

#### Overall summary of progress

Teachers' knowledge and understanding of the NSW English K–10 Syllabus has improved following a range of professional learning opportunities to upskill teachers on effective and explicit teaching of writing. Enhanced understanding of using a range of texts including spoken, print, visual, media, multimedia and digital sources to stimulate students were effectively incorporated into teaching programs. Teachers continue to ensure syllabus content is taught through the use of tracking sheets and Literacy Learning Progressions have been utilised to assist with student assessment.

#### Progress towards achieving improvement measures

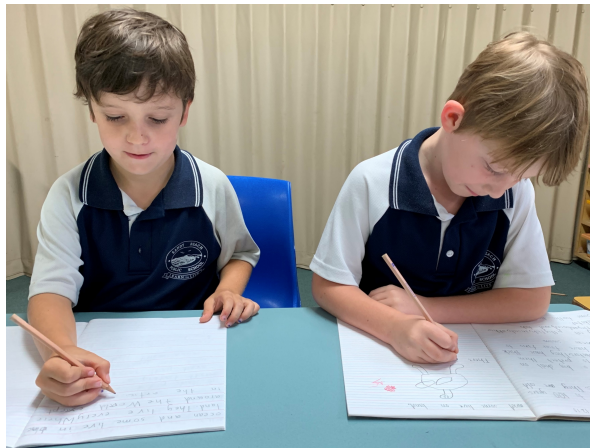
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>All teaching programs are aligned to whole school assessment schedules with 100% students plotted on PLAN2 using the Literacy Learning Progressions for all Writing sub-elements</li> </ul>	<p>Teacher release to attend internal and external workshops. \$9000</p> <p>Access to Department of Education (DoE) curriculum advisors for professional learning.</p>	<p>Teachers were released to attend in school workshops, plotting students on the Writing sub-elements of the Literacy Learning Progressions.</p> <p>Staff attended professional learning sessions on implementation of Planning Literacy and Numeracy (PLAN2) and the Learning Progressions, including Best Start implementation for 2019.</p> <p>Delayed implementation of PLAN2, the online tool to record student assessment data, meant that no students were plotted against the Literacy Learning progressions.</p>
<ul style="list-style-type: none"> <li>Improvement in Writing Years 3, 5 &amp; 7 NAPLAN (At or above expected growth) from 41.3%Yr 5 / 55.2%Yr 7, 2016 to 60% in 2020.</li> </ul>	<p>Professional Learning funding to participate in co-planning, co-teaching and co-reflection model. \$7000</p> <p>Teaching resources \$2000</p>	<p>Staff wrote and trialled English units of work incorporating rich text stimulus for writing tasks.</p> <p>School transitioned to NAPLAN online testing.</p> <p>NAPLAN results at or above expected growth for the school compared to Statistically Similar School Group (SSSG) and NSW government schools in Year 5 Writing was 44.2%, an increase of 3.8% from 2017. Year 5 girls achieved a growth of 75%, a 18.5% increase from 2017, however boys' growth decreased by 7.6%. No Year 7 data was available.</p> <p>NAPLAN results in Year 3 Writing showed that 20% were in the top 2 bands, compared to 0% in 2017.</p>
<ul style="list-style-type: none"> <li>Improvement in Grammar &amp; Punctuation Years 3, 5 &amp; 7 NAPLAN (At or above expected growth) from 43.5%Yr 5/ 39.7%Yr 7, 2016 to 55% in 2020.</li> </ul>	<p>Instructional rounds with peer observations allowed for effective feedback.</p> <p>Teacher release = \$5000</p>	<p>NAPLAN results at or above expected growth for the school compared to Statistically Similar School Group (SSSG) and NSW government schools in Grammar and Punctuation in Year 5 was 44.2% a slight increase of 0.7%.</p> <p>Students in the top 2 bands for Grammar and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improvement in Grammar & Punctuation Years 3, 5 & 7 NAPLAN (At or above expected growth) from 43.5%Yr 5/ 39.7%Yr 7, 2016 to 55% in 2020.		Punctuation indicated a decrease of 15.3% in Year 3 and in Year 5 an increase of 13.1% compared to the previous year's results.  Staff team worked with curriculum advisors to develop a scope and sequence for sentence types, including grammar & punctuation links.

## Next Steps

1. Implementation of sentence type scope and sequence K–6 to ensure all syllabus content is covered, linking grammar and punctuation and Literacy Learning Progressions.
2. Develop additional rich text English units and support with the purchasing of teaching resources, while continuing to monitor writing purpose using text tracking sheets K–6.
3. Assessment for and of learning: Develop and implement processes to ensure rigorous student data collection and analysis such as digital student portfolios, K–6 assessment schedules, revising student semester report formats and scheduling stage meetings to focus on assessment practices.



## Strategic Direction 2

### TEACHING

#### Purpose

Highly skilled and committed teachers are an essential part of improving student outcomes. Our purpose is to create a professional learning environment where all staff strive to improve their practice through collaboration, modelling, specific feedback with priority given to evidence-based teaching strategies. This will drive ongoing school-wide improvement in program delivery and student numeracy results.

#### Overall summary of progress

Each stage group has developed a scope and sequence to cover Mathematics syllabus content. This has been linked to assessment tasks and incorporated into programming. Additional staff were utilised across the school to provide opportunities for differentiation within lessons to meet a range of students' needs. A trial of Stage 3 numeracy groups in 2018, showed improved targeted support for the number strands, with school data reflecting student improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students for the number, patterns & algebra strand in Bands 5 & 6 for Year 3 and Bands 6, 7 & 8 for Year 5 for NAPLAN.	Employ SLSO to implement tutor program in Stage 3 \$15000  Teaching resources \$500	Students in the top 2 bands for Numeracy in Year 3 was 36.2%, an increase of 6.9% from 2017.  Students in the top 2 bands for Numeracy in Year 5 was 17.4%, an increase of 3.9% from 2017
100% teachers implement a daily balanced numeracy program.	Leadership Development Initiative \$18000  Two staff members participated in a project to work towards accreditation at the Highly Accomplished Teacher level.	67% teachers implement a daily balanced numeracy program including number strand drill incorporated into lesson plans.  Stage 3 numeracy groups show 78% of students have formed an increased confidence in the number strand.  Within the Stage 3 numeracy groups, 100% of staff implementing number drills daily.
All teaching programs are aligned to whole school assessment schedules with 100% of students plotted on PLAN2 using the Numeracy Learning Progressions for all Number Sense and Algebra sub-elements.	Professional Learning funding to attend NSW centralised training \$2000	Numeracy Learning Progressions delayed implementation until 2019 with limited introduction K-6.

#### Next Steps

1. Review K-6 Mathematics scope and sequence to ensure consistency K-6.
2. Assessment for and of learning: Develop and implement processes to ensure rigorous student data collection and analysis such as digital student portfolios, K-6 assessment schedules, reviewing student semester report formats and scheduling stage meetings to focus on assessment practices.
3. Focus on professional learning to build the pedagogical and mathematical knowledge of teachers, enhancing their knowledge and practices in areas such as 'Number Talk', embedding working mathematically, designing, implementing and evaluating rich tasks.

## Strategic Direction 3

### LEADING

#### Purpose

In schools that excel, leadership is promoted, planned and shared. Our purpose is to promote educational leadership for staff and students to foster a school-wide culture of high expectations, community engagement and a shared sense of responsibility for student achievements. This will enhance our continuous efforts to deliver high quality service delivery.

#### Overall summary of progress

In 2018 there have been increased opportunities for staff to hold leadership roles across curriculum and student wellbeing areas. The school continues to focus on providing a high quality learning environment where staff and community members have a clear understanding of the school's strategic directions. Student leadership roles have been maintained in the roles of School Council, Sports House captains, Library Monitors and Digital Leaders. The role of technology to enhance student learning experiences, staff management of curriculum and assessment tasks and administrative purpose has increased significantly over the past 12 months.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership opportunities for staff, expanding beyond executive team, and students with additional roles of responsibility K–6.	Equity Loadings – \$32000 for higher duties of Assistant Principal.  Wellbeing Coordinator in Semester 2 – \$42000  Leadership Development Initiative Grant \$18000	Increased number of non-executive staff members have held leadership roles and / or leading programs. This includes additional Assistant Principal, new Technology Coordinator and Wellbeing Coordinator role established in Semester 2. As part of Leadership Development Initiative, a staff member has held the role of curriculum leader, mentored by the Highly Accomplished Teacher on staff.  In addition there were opportunities for 4 staff to perform higher duties short term.  No changes to leadership opportunities for students. The election process of the Student Council was reviewed by staff and the P&C.
School is deemed to be excelling in at least 75% of the Leading Domain elements from the Schools Excellence Framework or external validation process.	Release for executive team to complete the External Validation process – QTSS funding \$8000	Elements in the Leading Domain from the Schools Excellence Framework have improved from 2017. In 2018 all elements are Sustaining and Growing compared to 2017 where 3 out of 4 were Delivering.  People Matter Survey indicated high levels of customer satisfaction and 83% of respondents stated leadership provides clear directions for the future.  Roles and responsibilities are reviewed annually.
Service delivery and customer experience indicates a high level of satisfaction with streamlined, effective processes in place.	Building and new student furniture \$16000	Flexible learning spaces enhanced with refurbishment of Learning Centre room and furniture purchased.  2018 People Matter Survey indicated that 92% agreed that the workgroup strives to achieve customer/client satisfaction. In addition 92% agreed that the staff work collaboratively to achieve its objectives.



## Next Steps

1. Developing classroom environments that enhance student engagement.
2. Review roles of student leaders and the Student Council to implement proactive involvement in school activities, including increased opportunities for Aboriginal students to enhance knowledge of their culture.
3. Increase opportunities for staff to lead programs of interest such as robotics, parent workshops, sporting programs, student wellbeing and enhance involvement of external agencies to implement projects for students and their families.
4. Continue opportunities to implement co-planning, co-teaching and co-reflecting for staff to upskill staff in areas identified for improvement in the school plan and individual Professional Development Plans.



Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Additional School Learning Support Officers (SLSO) employed to provide tutor programs in Years 2 and 3, conduct MiniLit for Year 1 students and support Kindergarten for differentiation programs. = \$44616</p> <p>Refurbishment the computer lab = \$10060</p>	<p>Aboriginal students in Year 3 did not achieve in the top 2 bands of numeracy in NAPLAN. However school assessments do show growth in the number strand.</p> <p>Tutor groups and targeted teaching has helped improve results significantly in the area of numeration. Content covered included addition, subtraction and multiplication facts. In the Year 2 enrichment group, 10% were Aboriginal students. It ran daily for 30 minutes over 4 days in Semester 2. The Year 3 groups also ran each day over four days, 21% were Aboriginal students. The Year 3 groups supplemented the classroom program, plus targeted lower achievers from this year's NAPLAN (29% Aboriginal). School data for number fact assessment ranged from pre-testing at 0% to growth ranging from 70% to 100% in the identified areas.</p> <p>MiniLit was conduct in Term 1 only due to staffing changes. Results were limited in this short timeframe.</p> <p>Staffing changes in 2018 have led to a new approach to weekly computer lessons. An improved learning space allowed for increased ability for hands on activities using a wide range of ICT tools. The space is more functional and ergonomic for student and teacher use.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Employ School Learning Support Officer (SLSO) = \$21177</p> <p>Purchased reading resources \$2500</p>	<p>Multi-Sensory Learning (spelling) tutor sessions in Year 2, targeted 12 students. One student progressed out of the group and back into the mainstream class group. Results indicated increased spelling growth by all students. 42% of students achieved growth by more than 15 marks. 17% of students achieved significant growth with more than 20 marks. Additional decodable readers were purchased to support students K-2.</p> <p>Year 5 NAPLAN results showed 60.5% students were at or above expected growth for Spelling, a 11.6% increase from 2017.</p> <p>In Stage 3 a targeted numeracy group of 9 students worked closely with an SLSO, all showing an increase in their number strand results. School baseline data showed significant improvement and were regrouped to a higher level.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Teacher release to attend team meetings and participate in the lesson observation process, upskilling staff on the teaching of writing. \$35000</p> <p>Executive release to complete external validation process, attend planning</p>	<p>Professional Development Plan (PDP) goals were linked to the School Strategic Directions. 2018 People Matter survey indicated that 100% of staff have a current PDP that outlines individual objectives.</p> <p>External Validation completed in Term 3.</p> <p>Executive planning sessions completed to evaluate current processes and programs,</p>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>sessions and receive additional time each week for Assistant Principal administration duties. \$25000</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3 000.00)</li> </ul>	<p>analyse staff feedback and plan future directions.</p>
<p><b>Socio-economic background</b></p>	<p>Additional School Learning Support Officers (SLSO) employed to provide ongoing literacy and numeracy group support as well as implementation of social skills programs at lunchtime. \$87354</p> <p>Teacher release to attend curriculum team meetings to write English units of work and review unit scope and sequences. \$10000</p> <p>Additional ICT equipment purchased \$18000</p>	<p>School data from reading benchmark levels, grade tests and class assessments show improvements in reading levels for the majority of students in groups supported by SLSOs. Increased playground activities were supported by additional School Learning support Officers</p> <p>Chromebooks (15) were purchased to use within Stage 3 to provide more access to learning platforms incorporated in programs. The school also received 20 additional Chromebooks supplied by NAPLAN online to use for teaching programs and online testing in the future.</p> <p>During Semester One, interactive whiteboards were updated in 8 classrooms to enhance learning spaces. In Semester 2 we also accessed the STEM (Science Technology English and Mathematics) Share Learning Library and have been using the PC Robotics kits for Term 4 with students from K-6 during their ICT lessons.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	173	174	180	187
Girls	173	170	172	169

Enrolments have remained consistent over the past 4 years with a total of 356 in 2018. There is a gradual growth in enrolment numbers and new housing developments in the local area may see further increases in student enrolments.

Grade Numbers:

Kindergarten– 55 students, Year 1 – 56 students, Year 2 – 54 students, Year 3 – 49 students, Year 4 – 42 students, Year 5 – 46 students, Year 6 – 53 students.

Number of Classes:

Regular classes = 11

Composite classes = 3

Total = 14

Students in the multi–categorical class are included in mainstream classes following a fully integrated model implemented by the school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	94.4	94.2	92.5
1	93.8	93.1	95.2	92.5
2	94.2	94.9	94.5	92.6
3	91.8	93.9	94.4	92.2
4	94.8	92.3	93.9	92.3
5	94.7	94.8	90.9	90.6
6	93.4	93.6	93.2	89.4
All Years	93.7	93.8	93.8	91.7
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

Our school maintains an electronic attendance register. All students who do not meet the 85% attendance standard are identified by the Home School Liaison Officer (HSLO) monitoring process and the school communicates this to parents. Students whose attendance does not improve, are referred to the HSLO and become part of the caseload with strategies to support improved attendance. A plan is jointly developed and implemented by the HSLO, parent, student and school.

Each class teacher has the responsibility to record interventions prior to HSLO referral which may include meetings with student and/or parents, Learning Support Team meetings, contact with family by Principal, referral to school counsellor and other school–based strategies to ensure student attendance rates are at the expected standard. Contact with parents/caregivers can be recorded on Sentral (digital system) data record for the student.

This year the school has employed a Wellbeing Coordinator who assisted with students that had poor attendance records due to a range of issues. This has assisted by increasing home/school communication and increased referrals to external agencies for counselling services.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.02

\*Full Time Equivalent

Sandy Beach Public School has a strong teacher retention rate with a staffing entitlement of 14 classes and 1 multi-categorical class. Two teachers identify as Aboriginal, including one staff member from the local Gumbaynggirr nation. Our executive team consists of one Principal, three Assistant Principals and an Assistant Principal for Learning and Support who works across schools in the Coffs Harbour area. The school allocated flexible funding to allow a classroom teacher to receive higher duties salary to equally share the executive roles and responsibilities.

In our workforce there is an allocation for a School Counsellor who works two days at Sandy Beach Public School and three days at other local schools. Our school also has an allocation of 0.9 (4.5 days) Learning and Support Teacher and 0.42 Literacy and Numeracy Intervention (previously Reading Recovery). In 2018 we allocated school funding (0.5 equivalent) to make the Learning and Support Teacher a full time position. The Literacy and Numeracy Intervention role supported K-2 classes with reading and numeracy groups from Terms 2 to 4.

School administration and support staff allocation includes one full-time School Administration Manager, one full-time School Office Administrator, one part-time School Office Administrator and a General Assistant who has an allocation of 0.6 (3 days). An additional School Office Administrator of one day per week was funded by the School Support Allocation (Principal Support) to assist with additional administration tasks.

In Semester Two, the school created the position of Wellbeing Coordinator, who assisted with student welfare programs, implemented social skills including Zones of Regulation, promoted home/school communication including parent workshops, managed school app (Skoolbag) and Facebook account as well as monitoring students who were prioritised by the Learning Support Team.

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

### 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	

### Professional learning and teacher accreditation

In 2018 professional learning opportunities for staff were focused on achieving the strategic directions from the school plan and individual goals in each staff member's Professional Development Plan (PDP). The range of opportunities included both in-school planned meetings and external workshops led by both Department of Education and external providers.

Strategic Direction One, 'Learning' of the school plan was focused on professional learning in literacy, with a focus on writing, spelling, grammar and punctuation. It aimed to provide teachers with effective classroom practices to engage students, with an aim to improve student learning outcomes. Professional learning opportunities included whole day training with other local schools from the Northern Beaches Community of Schools on Writing with external providers 'Trio'. Workshop included training on the English syllabus, processes of responding and composing, incorporating writing into the English block program and strategies for effective writing lessons. Teachers engaged with Department of Education curriculum advisors who delivered professional learning for assessment of writing, how to utilise the Literacy Learning Progressions to assess student work and inform future teaching focus, two staff meetings on grammar and punctuation and development of a scope and sequence for K to 6 programming of sentence types. In-school professional learning focused on peer observation and feedback for writing lesson delivery, with most staff members having the opportunity to be in the role of observer to co-reflect with other staff members on effective writing strategies.

The introduction of PLAN 2 which records student assessment data from Kindergarten Best Start testing, was also a focus for staff training as testing is now completed online and aligns to the Learning

## Progressions.

Strategic Direction Two, 'Teaching' of the school plan was focused on numeracy K–6. Meetings reviewed programming for a daily balanced numeracy session, reviewed Mathematics scope and sequences and developed assessment tasks to match syllabus content. Four staff members attended workshops regarding the implementation of Numeracy Learning Progressions. Additional professional learning opportunities in this area included one staff member attending a conference in Sydney on effective teaching of numeracy, several staff attending presentation by Eddie Woo at a local high school and stage teams increasing their knowledge of Google Classroom and Google Drive to share lessons as well as assessment data.

Strategic Direction Three, 'Leading', of the school plan was focused on expanding leadership opportunities and the introduction of Sentral into school administration processes. Teachers participated in training on how to use the digital platform for student attendance, student semester reports and tracking student wellbeing. Three staff members have participated in the Leadership Development Initiative, attending conferences in Sydney, working towards a higher level of teacher accreditation. This has given staff members experience as mentors and mentees to develop their skills within a school project. Three classroom teachers had the opportunity to relieve as Assistant Principals and one Assistant Principal relieved as Principal, gaining further skills in management, administration and leadership. Administration staff on leave also resulted in a school administration officer performing office manager duties for the year. Administration practices for financial management, staff leave and salaries have undergone changes this year with staff attending training sessions accordingly.

The school development days also focused on child protection, first aid and anaphylaxis mandatory training, assessment strategies, whole school organisation and team planning. Fortnightly staff meeting and grade meeting schedules are planned and delivered in accordance with the school plan.

There was also a range of courses which staff attended including Connecting to Country, administration staff conference, finance administration, 'Effective Reading in the Early Years', Science and Technology syllabus introduction, Road Safety, visual literacy and other curriculum areas.

All staff have been participating in the mandatory accreditation process through NESA (NSW Education Standards Authority). Staff undergo hours of professional learning to maintain their teacher accreditation at proficient level. One teacher has attained accreditation at the Highly Accomplished Teacher level and one teacher has commenced the Highly Accomplished Teacher accreditation process this year.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	203,176
<b>Revenue</b>	3,666,301
Appropriation	3,540,649
Sale of Goods and Services	21,589
Grants and Contributions	96,445
Gain and Loss	0
Other Revenue	6,858
Investment Income	761
<b>Expenses</b>	-3,651,273
Recurrent Expenses	-3,651,273
Employee Related	-3,257,199
Operating Expenses	-394,074
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	15,029
<b>Balance Carried Forward</b>	218,205

Funding allocations are generated on an annual basis and planning of expenditure links directly to the school plan strategic directions and to meet policy requirements. Executive staff and the school finance committee oversee the expenditure of funding. Reports on significant planned expenditure is made by the Principal at monthly Parents and Citizens meetings.

The opening balance for the 2018 financial year was \$203,176. A significant portion of surplus balance carried forward was committed funds for a building upgrade to convert the AV room to a learning support space, increase technology resources in Stage 3, refurbishment of staff room kitchen, upgrade air-conditioners and replacement of mower.

The **school base allocation** includes the core cost of educating each student and operating a school and comprises the largest component of the model. This includes:

1. a per capita allocation
2. a professional learning allocation for all staff (teaching and non-teaching)
3. a budget based on current staffing entitlement,

- adhering to the class size policy
4. site loadings for school buildings and facilities, climate (gas and electricity) and location.

The base is supplemented by **equity loadings** developed to support the different student needs.

1. Socio-economic background –The rate of funding per student is based on a combination of individual student and school need using the Family Occupation and Education Index (FOEI). The Equity Disability funding includes the income for the school Learning and Support Teacher (0.9) at a cost of \$93,702, leaving a balance of \$37,481 for other school initiatives.
2. Aboriginal background–The loading reflects both percentage and number of Aboriginal students in the school.
3. Low level adjustment for disability–The loading is based on the number of students in regular classes with low level disability and learning support needs.

These funds were used to employ additional school learning support officers who assist with differentiation of learning tasks and tutor groups, increased access to technology, provided professional training for staff in a range of areas to meet student needs, increased teaching allocation for support teachers and purchased learning resources in all curriculum areas. In Semester 2, a teacher was employed 4 days per week in school created position, Student Wellbeing Coordinator at a cost of \$41233.

In addition to the base and equity loadings, the Resource Allocation Model includes targeted funding to enable schools to be responsive to those students with more complex learning and support needs. This year Sandy Beach Public School received \$88081 in this area which was used to employ School Learning Support Officers to work in classrooms with identified students.

At Sandy Beach Public School \$5466 payments were received towards voluntary school contributions.

Hire of school facilities was an annual income of \$500.

Our school canteen is P&C operated and generates a small income which has been used to upgrade equipment during the year. The P&C donated \$5000 towards the school which was used to purchase school signage and robotics.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,451,956
Base Per Capita	68,731
Base Location	5,441
Other Base	2,377,784
<b>Equity Total</b>	305,225
Equity Aboriginal	54,676
Equity Socio economic	119,366
Equity Language	0
Equity Disability	131,183
<b>Targeted Total</b>	262,403
<b>Other Total</b>	351,636
<b>Grand Total</b>	3,371,219

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.

Year 3 NAPLAN results indicate that the school average for Grammar and Punctuation (2016–2018) is largely represented in the top 2 bands. The Year 5 school average for Grammar and Punctuation shows fewer students represented in the top bands.

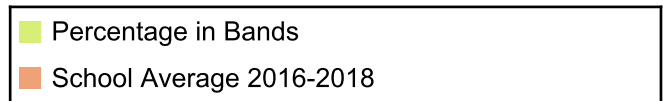
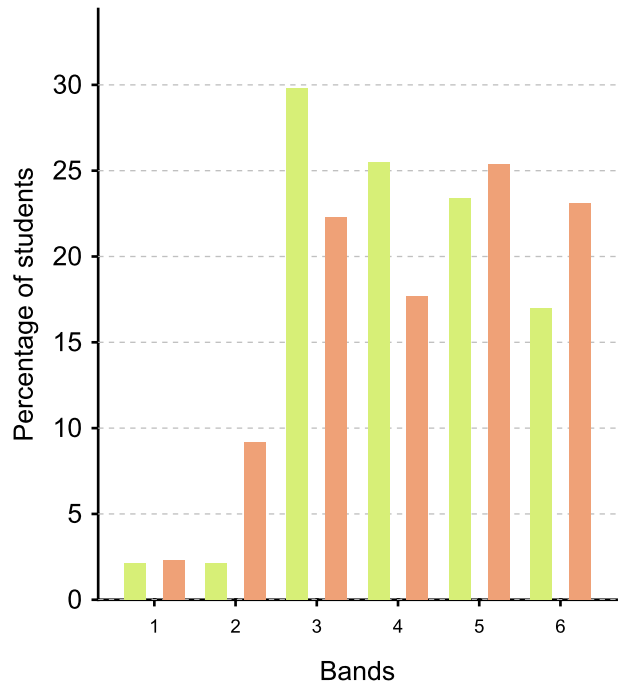
Year 3 NAPLAN results indicate that the school average for Spelling (2016–2018) is well represented in the top 3 bands. Year 5 Spelling percentage in Band 7

was significantly higher than the school average in 2018. Year 5 school average for Spelling in Band 8 is consistent with the percentage of students achieving in this top band in 2018..

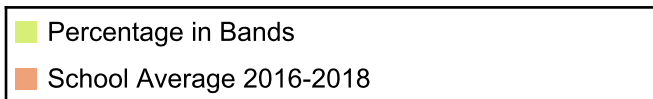
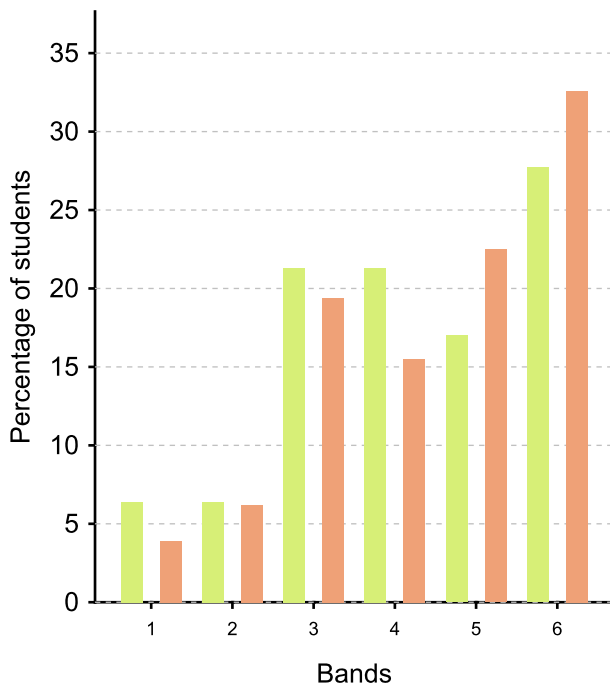
Year 3 Reading percentage in bands indicates that there are few students in Bands 1 and 2, which is reciprocated in Band 3 for Year 5 Reading results.

Year 3 Writing had low percentages in Bands 1 and 2 with the majority of students in Bands 3 and 4. Year 5 Writing NAPLAN results indicated that the largest percentage of students were in Bands 4, 5 and 6. School results show a lack of representation of students in the top bands of Writing for both grades.

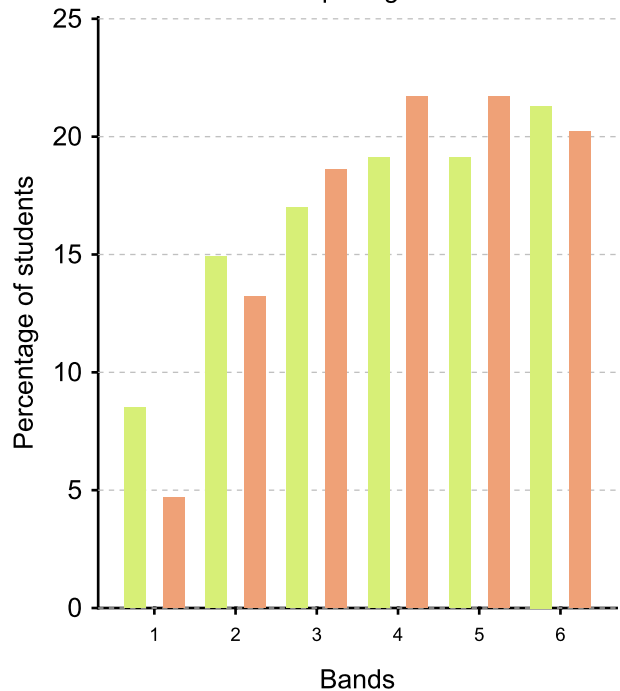
**Percentage in bands:  
Year 3 Reading**



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

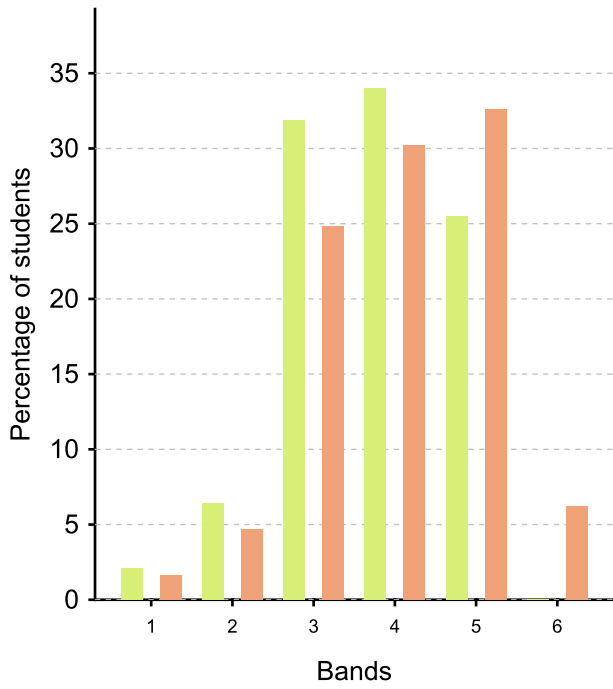


**Percentage in bands:  
Year 3 Spelling**

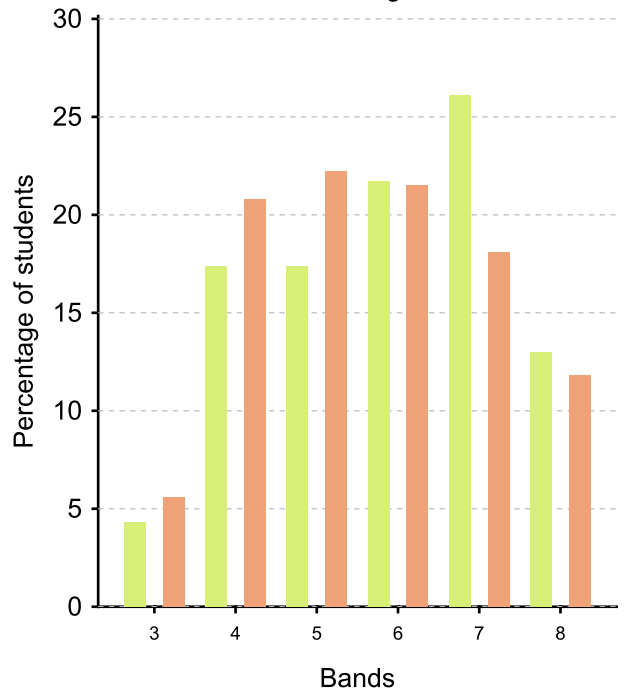




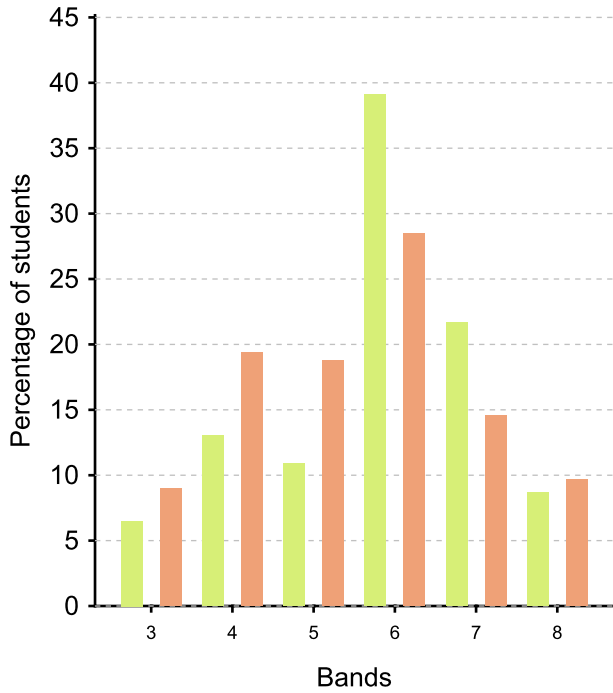
**Percentage in bands:**  
Year 3 Writing



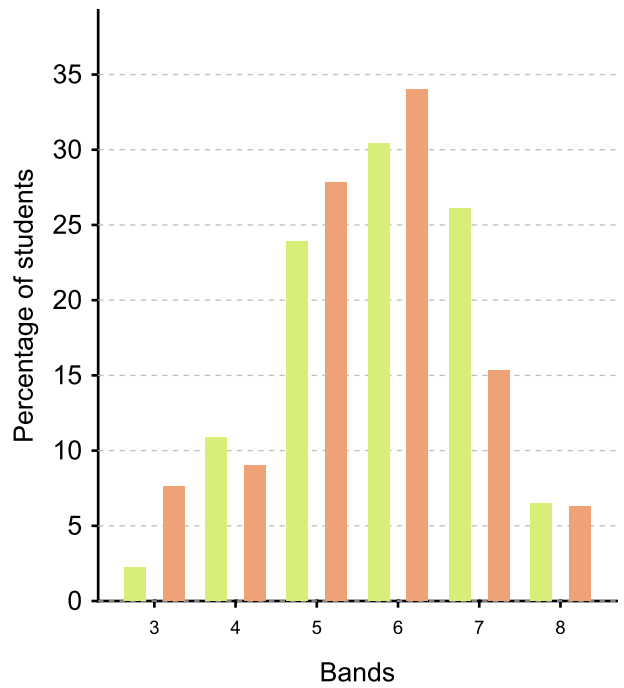
**Percentage in bands:**  
Year 5 Reading



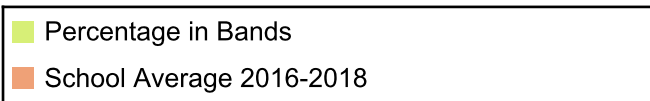
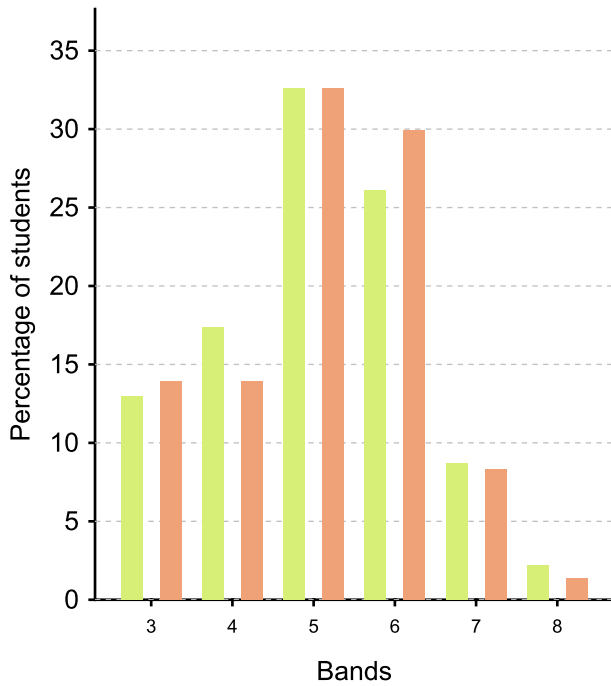
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



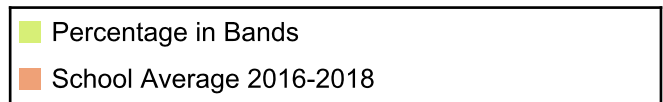
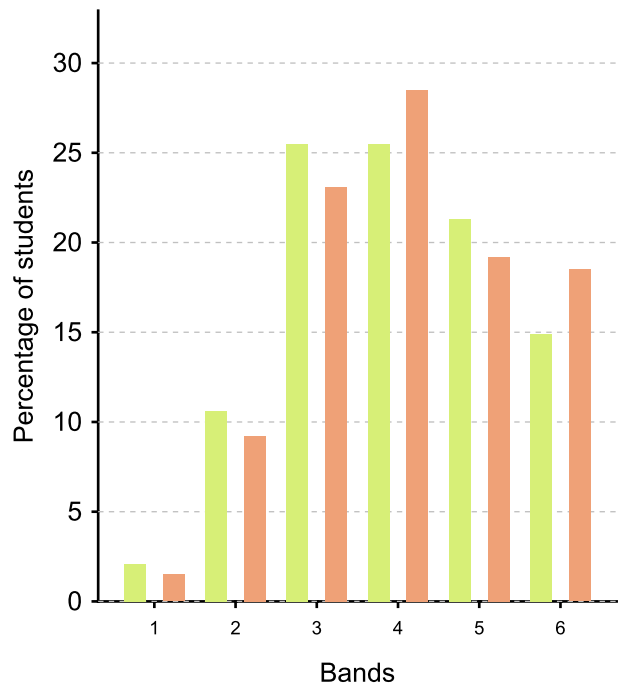
**Percentage in bands:**  
Year 5 Writing



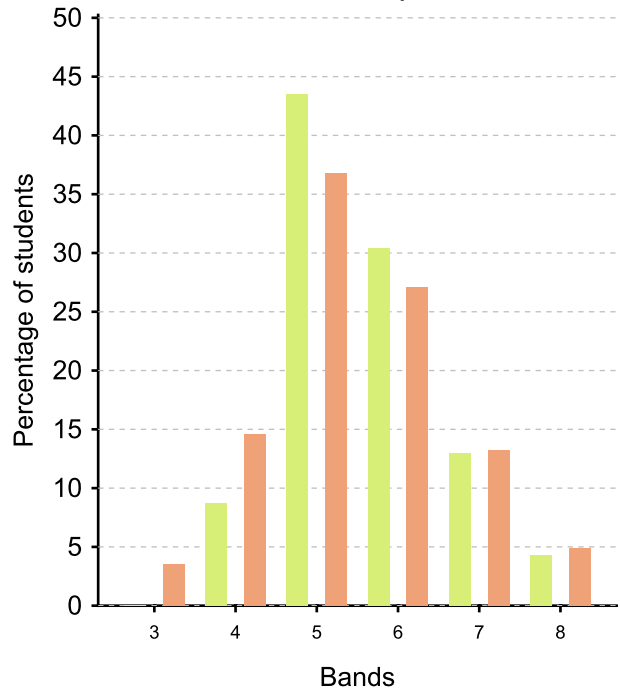
Year 3 NAPLAN results indicate that the school average for Numeracy is largely represented in Bands 3, 4. There was a slight decrease in the number of students in the top band in 2018 compared to the school average.

Year 5 NAPLAN results that the school average for Numeracy is largely represented in Bands 5 and 6. There is low representation of students in the top band for Numeracy in Year 5.

**Percentage in bands:**  
Year 3 Numeracy



**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 accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students the school aims to increase the number of students achieving in the top two NAPLAN bands. In Year 3 Numeracy test, 36.2% of students attained results in the top 2 bands which was 7.2% more than the statistically similar school group. In Year 5 Reading test, 39.1% of students attained results in the top 2 bands which was 2.8% higher than the NSW government school average. In the Year 5 Writing test 32.6% of students attained results in the top 2 bands which was only 3.2% less than the NSW government school average and an increase of 7.1% from 2017 school results.

For Aboriginal and/or Torres Strait Islander students in Year 3 Writing, 20% of students attained results in the top 2 bands which was 0.6% higher than the NSW government school average.

For Aboriginal and/or Torres Strait Islander students in Year 5 Spelling, 37.5% of students attained results in the top 2 bands which was 22.4% higher than the NSW government school average. In Reading 37.5% of Aboriginal students were in the top two bands and in Numeracy 12.5% of students were in the top two bands.



## Parent/caregiver, student, teacher satisfaction

Parent feedback is sought at monthly P&C meetings, through parent/teacher interviews and by informal and formal complaints to the Principal. The Tell Them From Me survey in October provided valuable feedback from a small number of parents. Survey results showed that for the areas 'Parents feel welcome' and 'Parents support learning at home' were above state norm. Parents participation in school showed that parents had talked with a teacher about their child's learning or behaviour two or more times was at a rate of 58%, however parents involvement in school committees such as the P&C showed only 21% participated. This was also reflected in school voluntary work such as canteen, assisting in the classroom, school sport or other ways ranged from 5% to 11% for weekly participation. In recommending Sandy Beach Public School to others on a scale 1 (not at all) to 5 (highly likely), 60% rated the school at 5, with 20% rating the school at 3 or 4.

Through consultation with the P&C, newsletters are now online. Notices are sent via an app alert and email. The P&C meet monthly. The outgoing P&C President had held the role for 3 years. The P&C run canteen has also achieved approval for the NSW Healthy School Canteen Strategy, being the first public school on the Mid North Coast to submit a menu meeting the recommended food and drink choices in 2018.

The Tell Them From Me survey was completed by 104 students Years 4, 5 and 6 in April and October which measures student engagement. The school results are measured against the State results. A summary of the school student survey shows:

- Sense of belonging is at 78% compared to State norm of 81%. Results showed an increase of 14% over 6 months at the school level.

- Positive behaviour at school is 86% which is 3% above State norm.

- Interest and motivation is 70% compared to the State norm of 78%.

- Drivers of student outcomes showed effective learning time on average rated slightly below state average but was inconsistent across grades; students who were victims of bullying was 20% compared to the State norm 36%; advocacy at school was 7.4 which is slightly less than State norm of 7.7; and expectations of success was 8.5 compared to 8.7 State norm.

High level of student engagement in the school musicals meant that all students had the opportunity to perform on stage. K–2 musical was 'Once Upon a Time' and the 3–6 musical was 'Bats'. Many parents assisted with the production of costumes and props, with performances being sold out each night.

Staff satisfaction is gauged through ongoing feedback to executive staff as well as through the formal Professional Development Plan meetings. Meetings are held regularly for teaching staff and non-teaching staff where feedback is sought both in a formal and informal manner. Staff surveys completed give feedback on school strategic directions and areas for future consideration.

The creation of the role Wellbeing Coordinator, has assisted to increase parent participation. In her role Ms Belinda Musgrave led parent workshops to introduce 'Zones of Regulation', a social curriculum geared towards helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. There were 52 parents who attended these workshops. She also engaged a local practitioner to conduct a workshop on 'Anxiety and Building Resilience' where 58 parents attended. In addition, over Semester 2 the Wellbeing coordinator had contact with 90 families, some on a regular basis and conducted 20 parent meetings.

Completion of the School Excellence Framework by staff indicated growth in wellbeing, with the school on-balance judgement placing Sandy Beach Public

at sustaining and growing for this element.



## Policy requirements

### Aboriginal education

There are 46 Aboriginal students at Sandy Beach Public School. All students have personalised learning plans negotiated between the class teacher and the child's parents or caregivers, aiming to best meet the needs of individual students. In 2018 our school received \$54676, Aboriginal Background funding.

Funding was used to employ School Learning Support Officers to work with students requiring intervention in numeracy. Number drill programs were implemented for a students in Year 3 as well as extension activities for Year 2 students in Semester 2.

In addition, the school release from face to face (RFF) teacher, who identifies as a local Aboriginal person, introduced a range of engaging digital literacy activities. To support this program, the computer room was refurbished, technology equipment was upgraded and the school participated in STEM Share kit programs (Science Technology English and Mathematics) over two terms.

Four of our staff members attended the Connecting To Country professional learning, which was a three day course organised by the AECG state wide. This included visiting local Aboriginal sites, learning about local Aboriginal culture, social experiences and history. This improved teachers' understanding of economic and political issues that concern Aboriginal communities. In the student Tell Them From Me survey, Aboriginal students were questioned if they 'feel good about their culture when at school' with 59% responding strongly agree and 21% responding agree.

This year in recognition of NAIDOC Week, the school constructed a small yarning circle in the school grounds which is used by teachers for group activities as well as accessed by students during play. In addition each class completed a NAIDOC Week art work which was displayed in our school hall over several weeks. Stage 3 students completed research on significant Aboriginal women as part of the 2018 theme 'Because of her, we can!' This information was displayed with class art work.



### Multicultural and anti-racism education

Consistent with government policy, our school seeks to strengthen exposure to multiculturalism and Asian perspectives. In Term One, Harmony Day was celebrated in our school. The day began with student leaders explaining the importance of Harmony Day and students were encouraged to wear orange, symbolizing this event. Whole school celebration of cultural diversity was organised by singing and dancing activities. Harmony Day is also a great example of the peer support culture of our school.

Our school had no new arrivals or refugee students in 2018. Following Department of Education policy, our school maintains a teacher, Mrs Aldina Craig, who is trained as the anti-racism contact officer (ARCO). In 2018 the small number of reports of racially offensive language were dealt with within the school's welfare and discipline policy. There were no reports of racism that required ARCO intervention. The school's ARCO and Student Welfare team will continue to monitor incidents of racism.

Every year extension activities aligned to the Multicultural Perspectives Public Speaking Competition are provided for selected students with high academic ability in Years 3–6. All class teaching programs contain content related to cross-curriculum priorities which includes Asia and Australia's engagement with Asia.