

Sunshine Bay Public School

Annual Report



2018



4562

Introduction

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

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

Maree Dielman

Principal

School contact details

Sunshine Bay Public School

Beach Rd

Batehaven, 2536

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

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

4472 6464

School background

School vision statement

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

School context

Sunshine Bay Public School is a P3 school with a student population of 300. It draws students from the southern suburbs of Batemans Bay with 13 classes (including one Multi Categorical class). SBPS has a staffing number of 35 including executives, classroom teachers, support teachers, office administration a general assistant, and SLSO's. The teaching staff mix is one from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff. Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 7% EALD students and 13% Aboriginal students. SBPS has a history of high mobility amongst the students. The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Sunshine Bay Public School is a keen and constructive participant in, and strong supporter of, the Batemans Bay Learning Community. This learning community includes Batemans Bay High School, Batemans Bay Public School and Broulee Public School. A commitment to ongoing school improvement in pedagogy, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners. The school is supported by the Resource Allocation Model (RAM) equity loading: Socio-economic and Aboriginal background.

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.

Learning:

In the domain of Learning and strategic direction 1 of our school plan, our focus on Literacy and Numeracy is creating learners who are working towards achieving their potential. Sunshine Bay Public School prides itself on supporting students in all aspects of their learning to establish the key principles of access and equity for all learners. We continue to look at ways to actively collect and use information to support students. Sunshine Bay Public School staff have created a supportive and collaborative learning culture within the community. Parents take an active role in their child's education by attending forums such as Meet the Teacher and parent workshops and Early Learning Playgroup Program, which have been greatly received. The school in responding to a changing world, provides students with opportunities to engage in a range of activities, including, Whole School Fundamental Movement Skills Program, PSSA, Musical opportunities, Environmental Programs and Gardening Club. All these opportunities have provided our students with the various means to reach their full potential as a "Whole Child". Our continued work in the area of new curriculum development and implementation, has included the continued implementation of a whole school Literacy Program, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum, in a consistent approach that differentiates for need. The school's strategic direction of high levels of student engagement and achievement is constantly addressed and reviewed. We believe at Sunshine Bay Public School we are creating engaged successful learners who achieve their potential.

Teaching:

In the domain of Teaching and strategic direction 1 of our School Plan, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. In the domain of Teaching, our focus has been to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum. Stage Leaders and the Instructional Leaders work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Evidence of differentiation is seen across the school but in particular within key milestones for trans formative practices in Literacy and Numeracy. Staff have embraced the new Professional Development Plan process. Teachers are required to align their professional development goals to the school's Strategic Plan and reference this when applying for professional learning activities. This alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs such as Synthetic Phonics and has ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Sunshine Bay Public School have led and participated in wider collaborative networks with other schools. Staff have been able to share their expertise and celebrate their success with the wider community. The school strategic direction of quality classroom practices and professional learning is constantly addressed and reviewed. We believe at Sunshine Bay Public School, our staff is participating in professional development across the curriculum in order to develop high quality classroom practice. When designing and implementing whole school professional learning, priority is given to focus areas as reflected in staff Professional Development Plans.

Leading:

In the domain of Leading, our focus has been building on a positive school culture supported by collaboration within our school, community and across community of schools. We have developed a strong commitment, where Sunshine Bay Public School is being recognised as a central part of our community. Through productive relationships with external agencies such as universities we aim to improve educational opportunities for students. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to meet new Syllabus requirements and that current technologies area accessible to staff and students.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Learning

Purpose

To provide staff and students with the opportunities to be continuous learners through evidenced based curriculum programs implemented K–6 and effective professional learning strategies resulting in increased understanding of best practice and the ability to deliver flexible needs–based learning programs that meet the diverse needs of our students and ultimately, higher levels of student achievement.

Overall summary of progress

SBPS staff continue to show strong commitment to improving teaching practice and student outcomes through stage planning meetings, regular opportunities for teachers to consistently judge work samples and assessments, opportunities for professional dialogue and lesson study sessions. This has enabled us to reflect on our current teaching practice and to collegially prepare engaging units of work and rich assessment tasks that allow students to engage in deep learning.. Time for staff has been provided to participate in objective and high level professional dialogue to improve our consistency in the use of the strategies of learning intentions, explicit instruction, differentiated teaching and specific feedback. Our objective for the next 2 years is for teachers to have opportunities to collaboratively plan units of work which embed the cross curricular capabilities of creative and critical thinking, linking with Literacy. Teachers are more focused on ensuring that students work in teams to develop future focused learning skills, further develop their problem solving skills, be reflective and independent learners and develop the metalanguage necessary to effectively engage in feedback sessions with the classroom teacher. Teachers will also be providing explicit feedback based on learning intentions to provide individual students with personal learning goals to ensure growth and achievement of stage outcomes.

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">• Increase the proportion of students achieving proficiency in line with the Learning Progressions and EAfS data.• Students will achieve their year appropriate expected growth in Literacy and Numeracy.	<ul style="list-style-type: none">• \$5000.00 classroom resources for Literacy and Numeracy• \$10000.00 professional development all KLA's• \$10000.00 Release for staff to work closely with Instructional Leader on assessment	<p>Data wall tracking of students in Literacy and Numeracy</p> <p>Report data shows 75% of students achieving their stage based outcomes in Literacy and 60% in Numeracy.</p> <p>Graphs are collated each term using our Synthetic Phonics data and PLAN 2 data for Numeracy.</p>

Next Steps

Introduction of Curiosity and Powerful learning to help support teacher quality.

Use of Learning Intentions and Success Criteria

Continue professional development around Progressions

Strategic Direction 2

Home School Community

Purpose

A whole school community approach to meeting the needs of our students is underpinned by strategic partnerships with parents, carers, families, community groups, external agencies and the wider community to strengthen partnerships between the school and key community stakeholders.

Overall summary of progress

Our annual parent survey indicates we are making a difference in the community, 98% of parents believe that SBPS is connected to its community and welcomes parental involvement. 20% of parents replied to the survey compared to 3% in 2017.

Our community connect morning tea attract over 200 families to see their children in the classroom.

The 2018 colour run fundraiser raised \$7500.00 which the staff, students and community donated to Candelo Public School – to support local farmers.

The Aboriginal Education Team, using Aboriginal funds have continued to employ an Aboriginal School Learning Support Officer to work with staff, students and community.

Our student Representative Council attended 4 community events promoting our school.

Over 250 parents/carers attended our new format of Annual School Presentation Day.

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">• An overall improvement in school representation in the wider community.• Increase participation from the community in all events.• Monitor students success in transitioning	\$10000.00 Playgroup support	Playgroup continues to grow each year
	\$5000.00 Resources to support community events	Attended beginning school expo with staff and students, Carols by candlelight and local retirement homes visited by choir
	\$2000.00 Aboriginal programs eg Yarnups	AET still only attracting small numbers – all who attend are positive about what is happening.
	\$2000.00 attend AECG meetings	
	\$5000.00 transport to local events	

Next Steps

- Move towards connecting with more outside services eg local brass band to support our school band
- Strengthen our connection with local sporting team clubs to support and develop our expertise
- Continue connection with local university

Strategic Direction 3

Wellbeing

Purpose

Consistent implementation and revision of policy and procedures as well as a continued effort to strengthen the social and emotional wellbeing of the school community by providing a safe and respectful learning environment which meets the needs of our school community.

Overall summary of progress

Assistant Principal Welfare/Wellbeing continues to decrease incidents of Safety, Respect and Learning. Three staff were sent to professional development in the Berry St Education Model which we will implement in 2019.

Policy rewritten to include this.

Students and staff are all aware of expectations via Social and Emotional lessons taught by all classroom teachers.

OOPS is working well when dealing with smaller issues as is out of playground.

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">Improved behaviour records through analysis of Sentral data.Increase of student attendance with clear communication between school and home.Enhanced students Social and Emotional wellbeing through reaching goal outcomes in SEL lessons as well as analysis of Sentral wellbeing data.	<p>\$70000.00 to have AP off class</p> <p>\$2000.00 for awards</p>	<p>Staff continue with professional development led by Wellbeing team</p> <p>Discussion of triggers for students given to relevant staff</p> <p>AP welfare/wellbeing drastically reducing incidents</p> <p>Extra staff on playground duty to support students individual needs</p>

Next Steps

Berry street education model – in serviced to all staff

Ongoing discussions of students with high needs

Activities to engage students with high needs set up at break times and monitored by a staff member.

Monitoring of attendance

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$54000.00	Employment of Aboriginal SLSO. Money towards activities relevant to Aboriginal education to support students and community
English language proficiency	\$12794	Employment of teacher 0.05 per week to support EALD students.
Low level adjustment for disability	\$162000	Employment of LAST 5 days per week and support teacher 0.05 per week
Quality Teaching, Successful Students (QTSS)	\$56000.00	1 day per week to release staff to discuss assessment and progressions with Instructional Leader Two x AP's off class to support staff with programming, assessment and reporting, 2 hours per week. Teachers release for observations and team programming
Socio-economic background	\$283158	Employment of SLSO for each grade to support students learning outcomes.
Support for beginning teachers	\$16471.00	Release of Beginning teacher and mentor Professional development – x 4 days
Targeted student support for refugees and new arrivals	\$12861.00	Targeted support by specialist teacher

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	147	152	146	144
Girls	181	175	167	165

In 2018 17% of students were Aboriginal and 4% of students had a language background other than English.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	90.3	92.4	92.8
1	91.4	92.6	92.4	91.3
2	91.7	91.6	93.6	93.2
3	93.1	90.8	93.2	93.6
4	91.4	91.6	92.6	91.1
5	93.3	90.2	93.2	92.2
6	92.7	93.2	92.3	92.5
All Years	92.3	91.4	92.8	92.3
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

Sunshine Bay Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates remaining relatively high compared to above Region and State DoE average attendance rates. of school attendance includes the continued use of formal sign in and out procedures for students arriving late and leaving early, regularly communicating attendance

requirements to parents and carers via newsletters and phone calls to families about student absences. Attendance is monitored within the school by class teachers, stage supervisors and the Assistant Principal (Welfare) in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.03
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	3.92

*Full Time Equivalent

Sunshine Bay Public School has 3 permanent Aboriginal teachers, 2 temporary School Learning Support Officers and 1 permanent School Administration Manager.

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	0

Professional learning and teacher accreditation

All permanent and temporary teachers (25) were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions. This included on-site planning days and staff attending courses externally through programs implemented. We take advantage of the wealth of experience and expertise within the school to provide targeted professional learning for all staff. Staff at SBPS participated extensive professional learning in 2018. Our School Development Days were highly informative and designed to improve student learning outcomes. Professional learning at SBPS is determined by our school plan. The focus for 2018 being classroom

practice, in particular continuing our regular professional reading sessions, extra planning days on top of SDD days, critical thinking and reflection skills and research by John Hattie on feedback to students. As well we continued to provide staff training in K–6 Synthetic Phonics and the gradual implementation of the program across the school. Staff also participated in anaphylaxis, child protection, CPR and professional Code of Conduct training. Staff met on each week for stage and staff professional learning sessions.

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	272,198
Revenue	3,483,111
Appropriation	3,381,026
Sale of Goods and Services	69
Grants and Contributions	86,287
Gain and Loss	0
Other Revenue	14,569
Investment Income	1,160
Expenses	-3,276,565
Recurrent Expenses	-3,276,565
Employee Related	-2,941,641
Operating Expenses	-334,924
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	206,546
Balance Carried Forward	478,744

The school's financial management processes prioritises the use of resources to meet the needs of the students and the school. The school's finance committee built a budget which linked student outcomes and strategic direction statements. The committee sought to achieve specific outcomes with the use of additional equity loadings. By using typical accrual-based financial reports the committee was able to assess the budget performance over the year and identified possible actions to take if the reports highlighted any significant variances from the budget.

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	2,170,110
Base Per Capita	61,689
Base Location	7,180
Other Base	2,101,242
Equity Total	514,830
Equity Aboriginal	55,854
Equity Socio economic	283,394
Equity Language	12,910
Equity Disability	162,672
Targeted Total	221,809
Other Total	216,806
Grand Total	3,123,555

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.

In 2018 a total 74 year 3 and 5 students completed NAPLAN Literacy assessments.

in 2017 56% of students were in the top three bands in year 3 reading, we are exceptionally pleased that in 2018 76% of students were in this cohort. In year 5 reading we moved from 53% to 58%.

66% of students were in the top 3 bands for writing in year 3 and 24% for year 5. Writing is an area of focus for 2019.

Growth between years 3 and 5 for Literacy:

80.8% had average growth in Grammar and Punctuation.

88.2% had average growth in Reading.

87% had average growth in Spelling.

41.3% had average growth in Writing.

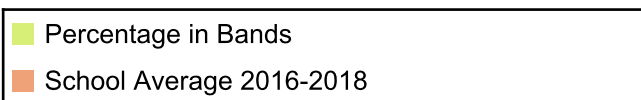
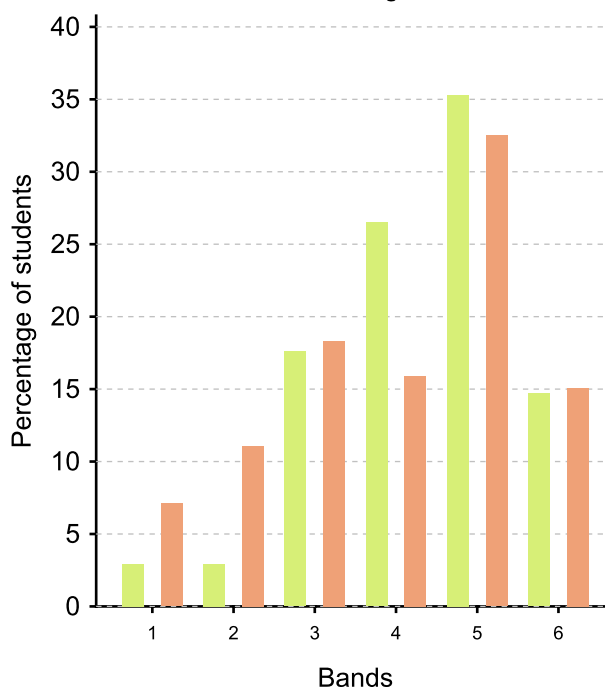
54.6% had at or above average growth for Grammar and Punctuation.

46% had at or above average growth in Reading

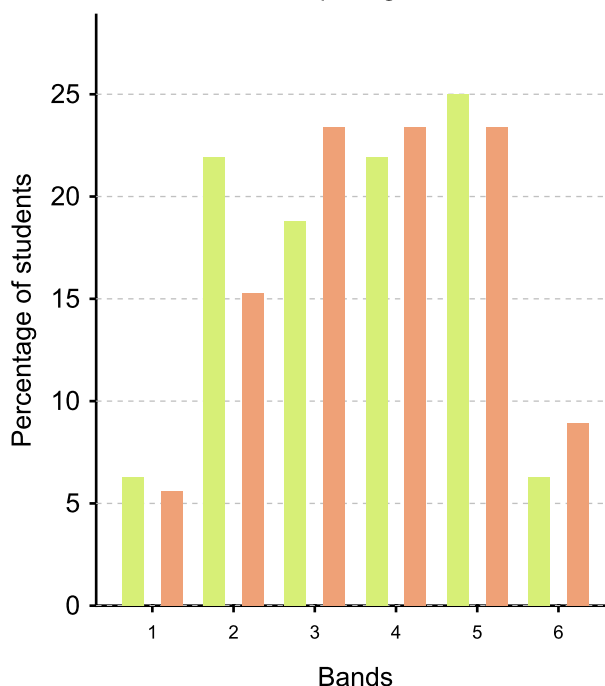
49.1% had at or above average growth in Spelling.

50.3% had at or above average growth in Writing

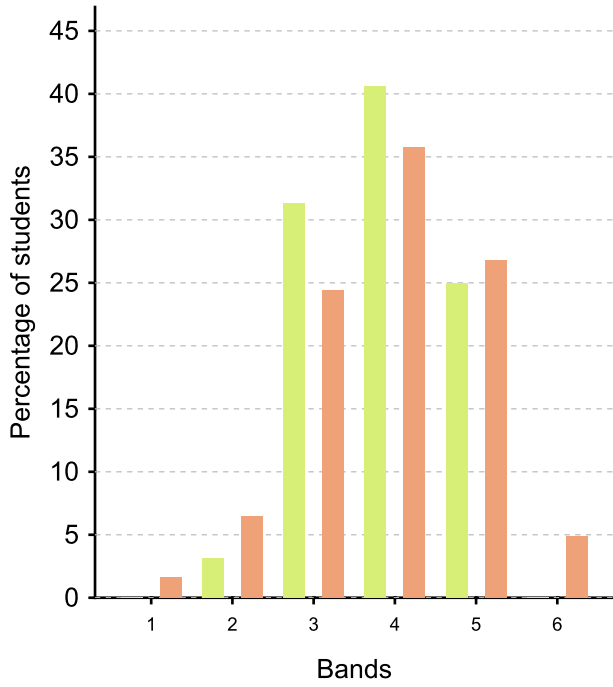
Percentage in bands:
Year 3 Reading



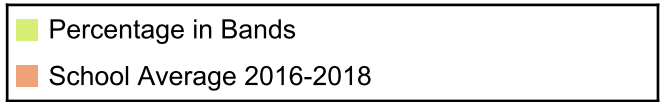
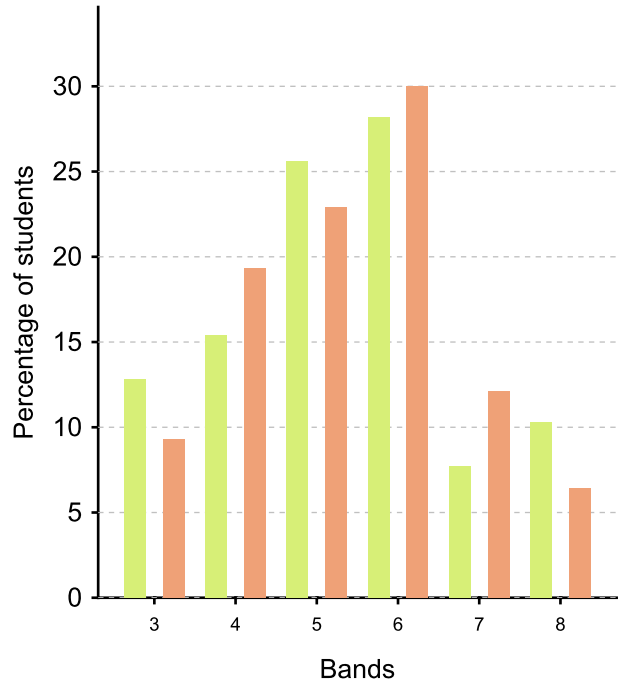
Percentage in bands:
Year 3 Spelling



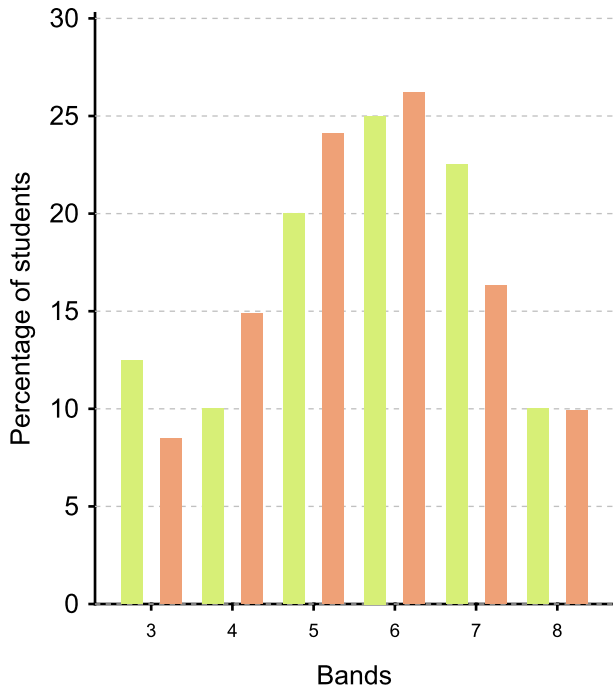
Percentage in bands:
Year 3 Writing



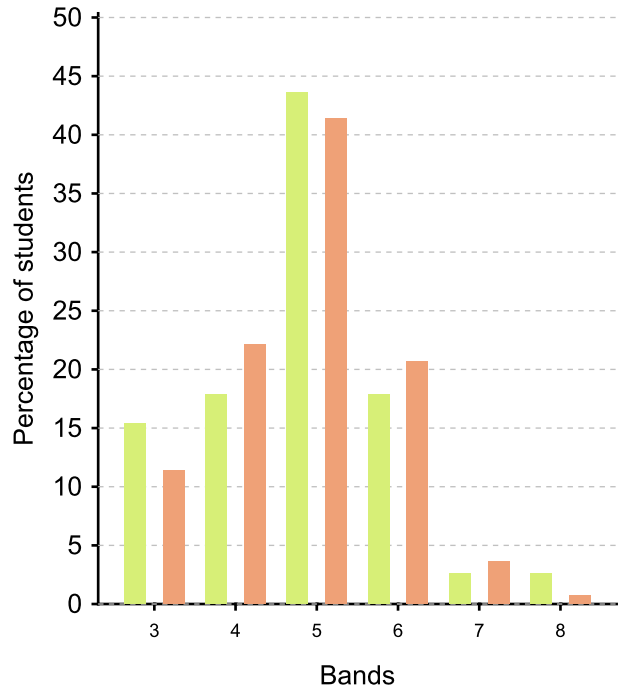
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



75 students completed the Numeracy NAPLAN assessments in 2018.

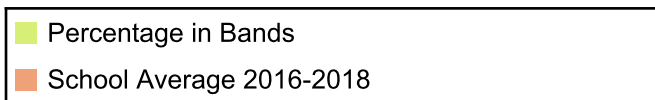
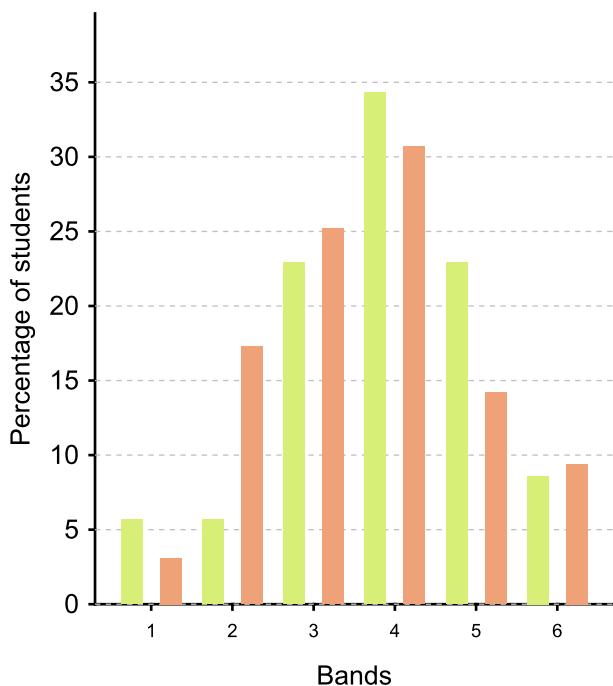
76% of year 3 students were in the top three bands.

36% of year 5 students were in the top three bands.

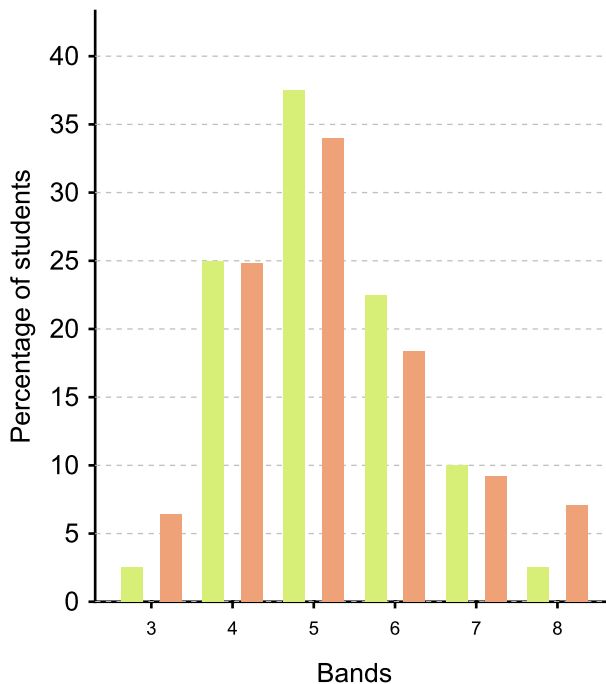
97.6% of students in year 5 had average growth from year 3.

52.8% had at or above average growth.

**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 2018 SBPS trialed NAPLAN online moving towards the whole assessment being completed in 2019.

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and staff about the school. The results of this survey reflected a high level of satisfaction amongst the parents, students and staff regarding all aspects of school life.

96% agree that SBPS is an attractive well resourced school.

98% agree the school is connected to its community and welcomes parental involvement.

98% agree parents are encouraged to contact the school to discuss concerns relating to their child.

98% agree the students are the schools main concern.

100% agree the school has supportive welfare programs.

100% agree the school offers challenging programs for students.

100% agree the school focuses on Literacy and Numeracy

98% agree SBPS has competent teachers who set high standards.

100% agree fair discipline exists within the school.

Policy requirements

Aboriginal education

The school acknowledged the contribution of the Aboriginal community by engaging in activities which develop a better appreciation of their cultural contribution. In doing so, all students develop a stronger and a more sensitive appreciation of the history and culture of Aboriginal people. We continue to build on our resources to support the History and Geography syllabus. At all official functions, we acknowledge all Aboriginal people and ancestors with Welcome to Country or Acknowledgment of Country.

In 2018 we used our Ram Aboriginal funding to employ an Aboriginal School Learning Support Officer. We have a strong Aboriginal Education Team and are actively involved in the AECG.

Multicultural and anti-racism education

Sunshine Bay Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Stage planning days always include a review of class programs to ensure culturally inclusive classroom and school practices are embedded. The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy. The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. In Term 1, Harmony Day celebrated Australia's cultural diversity. It encouraged inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what they have in common. The school also embeds the National Day for Action against Bullying.