

The Beach School Annual Report



2018



5579

Introduction

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

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

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School background

School vision statement

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

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

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

In 2018 we introduced the subjects of Entrepreneurial Education and Marine Studies. Under these subjects students were engaged in cross KLA units that were student interest focused and resulted in some attaining their boat license and others being engaged in strategies of product making, marketing and promotion.

In 2018 we have had students engaged in improving their learning to be able to complete work to the best of their ability this has involved intensive remedial work in both literacy and numeracy. Staff have worked alongside mainstream

colleagues to provide students with an engaging academic program.

The Beach School delivers Certificate II in Construction Pathways and Certificate II in Business Services to our year 11 and 12 cohort. This is the equivalent qualification as delivered at TAFE. Students in year 10 participate in Certificate I Manufacturing Pathways.

In 2018 we continued employing a teacher in a transition advisor role. This role is to work with students who are wanting to gain more employment related skills, moving forward these students will work on a Personalised Transition Plan. Teaching and learning programs incorporate the development of living skills to prepare students for post school life. Students in senior years are supported to undertake work experience and prepare for the transition to work

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

In the **Teaching Domain** our major focus has been learning and development, and collaborative practice. Our professional learning has been targeted to address the individual needs of our teachers and the identified priorities of the school. Our progress in this area has been enhanced through refining the systems and processes in the school to enable teachers to work together to improve teaching and learning across the school and for particular student cohorts. Teacher's this year had the opportunity to attend another setting of their choice to participate in professional learning to investigate how other settings deliver innovative pedagogy, wellbeing, individual management and create cross- school links. These ideas were then reviewed and staff collaborated to ensure we were excelling at the delivery of all our programs.

In the **Leading Domain** the focus during 2018 was to embed the executive team's roles and vision alongside the Director, Educational Leadership. The executive team started working with CESE (Centre for Educational Statistics and Evaluation) to design sustainable data and assessment strategies. Staff have been assigned purposeful leadership roles based on their professional expertise. Links are sought and maintained with other schools, educational providers and organisations to support The Beach School's programs. Parents and carers are provided with opportunities to engage in a wide range of school-related activities based around a social and emotional learning philosophy.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Future Focused Learning

Purpose

Purpose: To implement a rich, meaningful and challenging curriculum that supports students to become confident and creative learners who actively participate in their own learning and develop the essential skills for success in Future Focused Learning.

Overall summary of progress

Students have engaged in a variety of new subjects this year aimed at embedding literacy and numeracy in a more appealing and engaging way. The Big Feed has been working with students in business and entrepreneurial skills engaging them through food. This has strengthened our Cooking program to include food handling procedures, technology and online businesses.

Staff have worked together to create an engaging new literacy program based around Marine Studies. The aim is to engage students with their community and lifestyle and to increase their literacy skills through involvement in water and land based activities. The students have responded very well to the program with many now feeling more involved in the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show an improvement in engagement with education either through school attendance or engagement with appropriate support services – this is an individualised measure against each student's achievements prior to attending The Beach School.	additional teaching and support staff required	Students at The Beach School have supportive staff that are able to deliver flexible programs for the students to have educational success. In 2018 we had; 4 students fully integrated 2 on traineeships/apprenticeships 4 trialling work 3 completing HSC 2 going to TAFE next year
All students will have a personalised learning plan that addresses academic, social, emotional, physical and well-being outcomes.	additional teaching and support staff required	Learning at The Beach School is seen as holistic and we work with the student, family, agencies and the wider community to connect the student into a pathway that best suits their needs.
Teachers programs embed Future Focused learning and clearly identify learning intentions.	Big Feed grant funding \$9000 Stem Share kit Marine Studies funding for programming, investigating other schools, resources and boat licence \$2000 Marine Teacher's Association	Students have been engaged in different activities to trial what would work best to sell in an online shop. With the products the students were able to gift them to agencies they had worked with and family for Christmas. The students did an online product evaluation No films were completed due to students finding seeing themselves very confronting. Next time we will make it more documentary then narrative Marine studies was introduced as a subject this year. Students were very enthusiastic to participate in water based learning and activities. 4 students achieved their Boat License.

Next Steps

- continue investigation different learning opportunities for students whilst attending The Beach School– permaculture, bee keeping, zombie science, work crew
- continue supporting each student to achieve their educational goal
- continue working with The Big Feed on creating new opportunities for students
- students are seen as known, valued and cared for

Strategic Direction 2

Innovative Effective Teaching

Purpose

Purpose: To develop a professional culture of collaboration, shared responsibility, evidence-based decision making, and innovation. Drive effective educational practice that will positively impact student learning and develop all current and aspiring leaders as learners.

Overall summary of progress

In 2018 staff examined multiple engagement strategies in each class. Staff decided that many students were not able to see any meaning in their programs. Staff worked together, and explored with students different learning pathways. This meant an overhaul in teaching and assessment programs, working closely with the Australian Core Skills Framework and increase in Professional Learning funds to ensure we were delivering a sustainable program to both engage and challenge the students so as to achieve personal success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have personalised targets and demonstrate growth and improvement in literacy and numeracy.	Extra teacher and support staff time	All students have programs developed in conjunction with themselves, families/carers and school staff. The targets are adjusted as the students progresses and we work with flexible goals and plans.
A consistent approach to programming and lesson planning is implemented using Australian Core Skills Framework and individual forward progression assessed through formative assessment strategies.	Teacher PL	Working next year with Literacy and Numeracy advisors from Macquarie Park to look at best practice with our students
All staff have participated in Professional Learning around formative assessment, Australian Core Skills Framework and exposure to curriculum and management across other school settings.	Teacher PL	Some staff were more embedded then others in the process. Next year there is going to be a PL sheet created so staff have to discuss how their learning aligns with the school plan. Sharing our programs, culture and philosophy with others has helped embed what we are doing and the direction we are taking the school. Sharing our practice has also helped us adopt new ideas and programs other schools are running successfully

Next Steps

- teacher programs are to show embedding of multiple assessment strategies
- Core Skills Framework discussions to continue to make sure all staff are hitting that as a benchmark
- investigating more formal assessment options

Strategic Direction 3

Strong Community Connections

Purpose

Purpose: To establish and foster trusting, professional relationships with a range of community organisations that can provide assistance to our students and their families in areas including, mental health, employment and housing, thereby removing barriers to their continuing educational success.

Overall summary of progress

The Beach School has always prided itself on its strong community connections. We work closely with families and agencies to ensure each student has the support they require to reach their goals. Our aim is for students and families to feel connected to the school and the wider community.

This year that support has see;

- hosting the monthly Northern Beaches Youth Interagency meetings
- having a 'hot desk' for department and NGO agencies who are working with our students
- coordinating the Connect Expo to connect schools and agencies across Northern Sydney
- implementing PI across mainstream settings
- Chair of the behaviour Schools Principal Network
- Northern Sydney SSP networks
- Northern Sydney SSP Art teacher network
- parent nights (Maggie Dent and Manly Counselling Service)
- working with Learning and Wellbeing directorate on the new behaviour plan that includes the discipline policy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of parents and carers involved in the development and implementation of the students IEP.	teacher release for IEP meetings	All parents are involved in the IEP process. School then follows up with parent nights from discussions had during IEP's.
20% per year with the amount of parents attending parent nights run conjunctively by The Beach School and other support agencies.	speakers, catering	This year we had 15% of parents attend Maggie Dent at Pittwater RSL and 26% of parents attend a parent night at school facilitated by Manly Counselling Service.
100% of staff are working across school sites (mainstream settings, Behaviour settings, other SSP's) to build educational capacity for our students.	PL costs	All staff– teachers and SLSO's had the opportunity to visit different sites. PL was held at Naremburn, Westmead Children's Hospital School and all attended the SEPLA conference
100% of local agencies know The Beach School and work alongside staff to help build student capacity.	Expo costs	The Connect Expo brought together schools and agencies across Northern Sydney. It was an extremely successful event. 40 schools and 60 agencies' attended. The feedback from all was outstanding. We will run the event every 2nd year

Next Steps

- Continue building relationships across different school settings
- work towards engaging parent nights so as to increase participation
- continue in participation of Northern beaches Youth Interagency and Behaviour Schools network
- working with Learning and Wellbeing directorate to help shape new plans for behaviour across all settings

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Up skilling of staff to write and deliver an Aboriginal Unit of Work to engage Indigenous students and inform and educate non Indigenous students "Connecting to Country and Culture".	Students have; <ul style="list-style-type: none"> • engaged with local Bush Tucker to understand its tastes and uses • explored ancient Aboriginal life • been exposed to Aboriginal instruments, arts and tools • engaged with Aboriginal staff in delivering and personalising the stories of the past

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	21	18	25	30
Girls	10	8	11	10

Students are referred to The Beach School through their home school. The referrals are presented at the DoE Macquarie Park Office Placement Panel where the referral is considered before an offer of placement is made. The Referral Placement Panel occurs twice a term which results in a regular intake of new enrolments.

Prior to enrolling at The Beach School, many students had histories of truancy, school avoidance, multiple suspensions, partial attendance or school-phobic behaviours. As the year progressed, a number of older students were at a significant risk of disengagement from learning and found it difficult to maintain regular attendance. School non-attendance is managed initially by close and timely communication between the school and parents/carers. Negotiated partial attendance programs and a range of alternative experiential programs are used to increase the attendance and engagement of specific students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.02
Other Positions	0.2

*Full Time Equivalent

At the beginning of 2018 The Beach School had 7% of full time staff identifying as Aboriginal. The Beach School also have Aboriginal casual staff.

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	22

Professional learning and teacher accreditation

In 2018 there was 1 teacher gaining accreditation at Proficient with NESAs, all other staff are currently maintaining their Proficient accreditation.

Staff completed a number of training and professional learning opportunities that supported the school's priorities and strategic directions as detailed in the School Plan. The school received \$13000 for teacher professional learning. Additional school funds from equity funding were used to provide further opportunities for all professional learning for all staff. All staff participated in mandatory CPR, Anaphylaxis, Code of Conduct and Child Protection modules.

Major professional learning initiatives for staff were;

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	505,418
Revenue	2,021,892
Appropriation	1,944,563
Sale of Goods and Services	41
Grants and Contributions	70,894
Gain and Loss	0
Other Revenue	0
Investment Income	6,395
Expenses	-1,718,597
Recurrent Expenses	-1,718,597
Employee Related	-1,571,122
Operating Expenses	-147,474
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	303,296
Balance Carried Forward	808,713

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom lines totals, which are calculated without any rounding.

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	471,123
Base Per Capita	15,524
Base Location	0
Other Base	455,600
Equity Total	12,120
Equity Aboriginal	2,717
Equity Socio economic	9,403
Equity Language	0
Equity Disability	0
Targeted Total	1,149,176
Other Total	138,007
Grand Total	1,770,427

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Parents and carers have been able to enjoy regular reciprocal communication with the school, to participate in decision making, welfare and wellbeing concerns and advice and reports and assessments related to respective students.

Parents were involved in targeted parenting nights delivered by Manly Counselling and Maggie Dent.

Students and families/carers complete the Tell Them From Me surveys each year to provide feedback on student engagement. Results indicate the students feel accepted and a sense of belonging, feel they have made positive changes and programs are enjoyable. Parents report they feel the school has made a positive difference and can see growth in their child.

Staff reported support from the school leadership team in all areas of their daily work and as well as strong collaboration with colleagues. Results indicated effective behaviour support plans and teaching strategies help students engage in their learning and using data more effectively would be beneficial across the school setting.

Other opportunities for parent, carer and wider community involvement in 2018 have included the following;

- personal and active participation in Individual Education Plans (IEP) and Individual Transition Plans (ITP)
- Daily/Weekly communication via email, text, phone calls
- Parent/carer, community attendance on Presentation Day and other events, during which parents/carers interact with school and agency staff
- case management meetings where school include all support the student is receiving in meetings to best look at how to support the student and family
- personalised information evenings where parents had opportunities to engage with Manly Family Counselling around respectful relationships
- large scale parent events run in conjunction with the Northern beaches Youth Interagency around Cyber Bullying (Dr Kristy Goodwin) and Adolescents Unplugged (Maggie Dent)

Policy requirements

Aboriginal education

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

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

A unit of work has been written by an Aboriginal staff member to teach across the school which includes Aboriginal history, traditions, customs and perspectives. Students are able to be explicitly taught this through the eyes and stories of a proud Aboriginal person which is giving students an authenticity they have not had before.

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

Multicultural and anti-racism education

The school uses an integrated food technology program where students achieve outcomes in Languages other than English, History and Geography whilst enjoying the rich diversity of different cuisines across the globe. This program provides an opportunity for families and community from culturally diverse backgrounds to contribute to the teaching and learning. This program also includes Sustainability and Community Service. The school has a permaculture garden tied into the program. In 2018 this program was supported by The Big Feed and students became more active participants through working alongside volunteers from diverse backgrounds to create food to be shared.

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

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

The school invites outside providers to run workshops with students to engage them in the subjects of diversity, inclusion, bullying and discrimination.