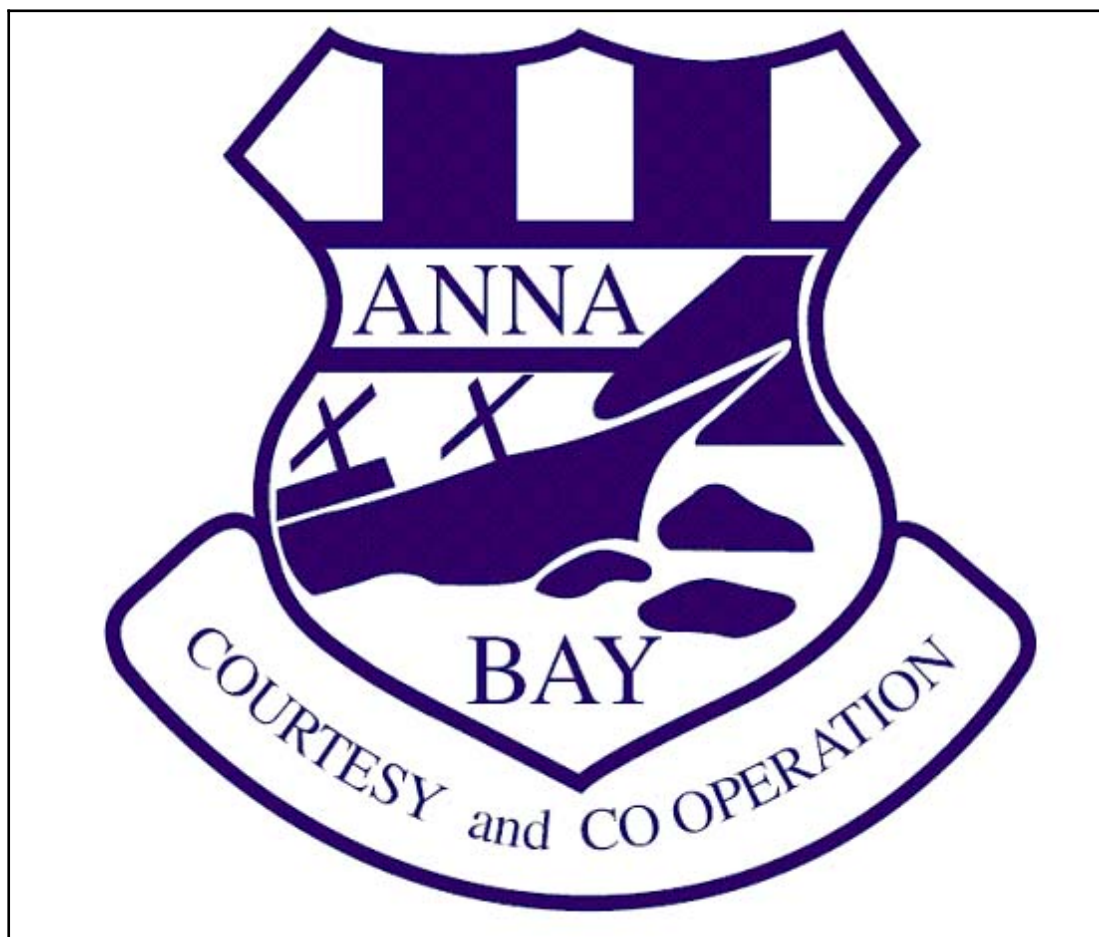


Anna Bay Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Anna 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.

School contact details

Anna Bay Public School

191 Gan Gan Rd

Anna Bay, 2316

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

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

4982 1187

School background

School vision statement

At Anna Bay Public School we aim to create a learning community where all children feel that they belong and are safe and happy to attend each day; that they are supported to learn at their own rate within an engaging and stimulating environment and that learning is a positive partnership between students, teachers and parents.

Our vision: "We make a difference. Every child matters, every day."

School context

Anna Bay Public School is a welcoming and friendly school located on the beautiful peninsula of Port Stephens. The school has large, attractive grounds which are complemented by excellent learning spaces to help engage learners and encourage cooperative play. Anna Bay Public School has an average annual enrolment of 330 students which varies both up and down throughout the year as families move into the area for seasonal jobs, availability of affordable housing and families seeking a 'sea change'.

A dedicated and experienced staff are committed to excellence in student learning and have high expectations for the learning and behaviour of all students. Staff implement the Quality Teaching Framework through data-driven planning, programming, assessment and reporting, interactive technology and strategic implementation of the new syllabus materials. Strong emphasis is placed daily on literacy and numeracy, resulting in rising achievements and growth.

Students are provided with and excel in a wide range of extra-curricular activities in creative arts, public speaking, environmental programs, music and sport. The school and community work in close partnership to provide these opportunities to all students. Strong community links with parents, local businesses and sporting clubs help consolidate our programs and assist with building leadership and social responsibility.

Anna Bay Public School is a member of the Tomaree Learning Community which includes Tomaree High, Bobs Farm, Shoal Bay, Soldiers Point and Tomaree Public Schools. The schools in the learning community work in collaboration to provide a comprehensive education for children aged 5 to 18 years.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

To be actively engaged in meaningful and challenging learning experiences through differentiated learning opportunities, which develops students as both learners and leaders, and prepares them for now and into the future. Teachers work in partnership with parents as active participants in their child's education.

Improvement Measures

Increase the percentage of students demonstrating expected growth in NAPLAN Reading and Numeracy.

At least 80% of students demonstrate growth per semester across DoE Learning Progressions.

Progress towards achieving improvement measures

Process 1: Outstanding Pedagogy

High quality professional learning using learning progressions in literacy and numeracy and formative assessment to drive improvement.

Evaluation	Funds Expended (Resources)
<p>All teachers received training in the Numeracy Progressions along with additional training in ALAN to assist with the entry of updating of student progress along the Learning Progressions.</p> <p>Teachers were released from class, using QTSS resources, to engage in classroom observations of their colleagues and work with their supervisors to interpret classroom data regularly.</p> <p>Stage teams utilised their knowledge of student learning and progressions to work collaboratively during the student reporting process to ensure consistency of teacher judgement across the team.</p> <p>ABPS Foundations was drafted and reviewed by the staff to provide a clear set of expectations around teaching and learning expectations at the school.</p>	\$20,881

Process 2: Data Systems/ Evidence Systems

Explicit system to collect, monitor and analyse data to support teacher feedback and learning programs.

Evaluation	Funds Expended (Resources)
<p>Quicksmart Literacy was introduced and implemented for targetted students in year four. At this stage students do not have any comparable data. The program will continue in 2020 to allow for the collection of comparable data.</p> <p>Learning progressions continue to be updated at least once a term in the following elements – Literacy – Understanding Texts and Numeracy – Quantifying Numbers, Additive Strategies and Multiplicative Strategies. There is no plan at this stage to record results for other elements.</p> <p>The data from Automaticity continue to show improving results throughout the year.</p> <p>Some aspects of formative assessment PL were addressed with staff throughout the year but a more indepth approach is needed to determine what formal assessment is being used by staff.</p> <p>Two staff members attended the Stage 3 writing initiative and developed a</p>	\$49,117

Progress towards achieving improvement measures

plan for its implementation. The two staff members also trained other staff members in improving writing in the classroom. The strategies were incorporated into class programs, in particular Stage 3.

Strategic Direction 2

Excellence in Teaching

Purpose

To create a stimulating and engaging learning environment where teachers use explicit teaching practices and have high expectations of themselves and students. Teachers deliver evidence informed differentiated curriculum that is flexible, reflective and relevant.

Improvement Measures

Classroom practice is explicit, flexible, reflective and relevant according to the ABPS pedagogy framework.

100% of teacher learning programs are data/evidence informed.

Progress towards achieving improvement measures

Process 1: Evidence Based Pedagogy

Teachers develop outstanding pedagogy based on formative feedback, explicit learning intentions, collaborative practice and success criteria.

Evaluation	Funds Expended (Resources)
<p>The ABPS Foundations draft was reviewed and changes made.</p> <p>Teachers have been plotting their students on the Learning Progressions. Time is given in the QTSS Plan to enable this. Teachers are developing and producing differentiated lesson plans and programs using Learning Progression data. Teachers are locating a student's current knowledge, understanding and skills to support planning for teaching and learning. For example, teachers are using "I CAN" statements for student/teacher assessment purposes and for guiding future learning directions to ensure explicit teaching throughout the school. In 2020 it is anticipated that staff will engage in professional discussions and collaborations as stage/year groups to improve teaching and learning, reflecting on the Learning Progression data and incorporating this within their programming and the assessment cycle.</p>	\$16,000

Process 2: Wellbeing

A school wide approach to effective and positive classroom management is developed to support high level engagement.

Evaluation	Funds Expended (Resources)
<p>Staff have now been updated on classroom management systems in an executive presented professional development session. Staff shared and discussed the process of effective classroom management systems. Professional learning is targeted to school priorities and the needs of students and staff. There is a more consistent whole school approach to wellbeing and behaviour monitoring and management. The Leadership Team will ensure that staff are being consistent with adherence to ABPS classroom management systems to maintain a consistent, planned approach across the school.</p> <p>The planning room data and ClassDojo data is collected at the end of each term, analysed by the PBL committee and shared with staff. The committee uses this data to develop appropriate PBL lessons to address the needs of the school, teachers and students.</p> <p>Management of Actual or Potential Aggression (MAPA) training was conducted by department personnel during staff development day in Term 2.</p>	\$2,191

Progress towards achieving improvement measures

Staff completed the practical component as well as the theoretical component. ED staff, SLSO and an AP completed a second day of training based on restraint.

Strategic Direction 3

Excellence in Leading

Purpose

To embed a culture of high expectations and performance where leaders enable a self-sustaining school with a growth mindset.

Improvement Measures

All staff and students take on authentic leadership roles.

All staff provide explicit evidence of the impact of their professional learning aligned to their PDP.

Progress towards achieving improvement measures

Process 1: Leadership

Systems and practices provide leadership opportunities to develop distributed leadership, improved collaboration, high expectations and self-sustaining systems including the school milestone processes.

Evaluation	Funds Expended (Resources)
<p>All staff had the opportunity to attend professional learning based on the School Plan as well as their own PDPs. Many staff then shared their learning with others in stage meetings and/or staff professional learning sessions. This has led to the development of better practice. Staff will continue to attend professional learning in line with the School Plan and their PDPs.</p> <p>All staff took part in the External Validation (EV) process. This included a treasure hunt which was successfully completed by staff working in small teams. The artefacts were annotated and stored in the shared EV drive. The artefacts were then collated by the planning team ready to be used in evidence sets. As a result staff became more aware of programs running in the school that support quality teaching and learning. Several staff members met with the EV panel to showcase the analysis and to answer questions. The feedback from the panel was positive and ABPS were overall Sustaining and Growing.</p> <p>Goal Hubs (formerly MGoals) for ATSI students were updated each term.</p>	\$7,184

Process 2: Professional Growth

The school supports teaching and non-teaching staff in proactively seeking to improve their performance.

Evaluation	Funds Expended (Resources)
<p>All reviews have been completed by staff with their supervisors. As part of the review process, staff discuss with supervisors whether goals have been met. These discussions then led to the development or adjustment of goals for 2020. All staff are encouraged to seek PL that supports their PDP goals. Staff are regularly reminded to record their learning in MyPL and NESA.</p> <p>All staff had the opportunity to attend professional learning based on the School Plan as well as their own PDPs. Many staff then shared their learning with others in stage meetings and/or staff professional learning sessions.</p> <p>All teaching and SASS staff have now attended Connecting to Country. Many of the participants have indicated when they returned that they were greatly impacted by the course, in a positive way. They have a better understanding of Aboriginal culture and the implications for the classroom.</p>	\$21,220

Progress towards achieving improvement measures

Teaching staff are designing and implementing lessons that are inclusive and culturally appropriate.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AECG – 3 staff members (Principal, 2 LASTs) are members of organisation</p> <p>Connect to country (2 teachers release for 3 days \$3200)</p> <p>Cultural program \$2000</p> <p>Connect @ Country \$3200</p> <p>Additional SLSO time \$2500</p>	<p>Closing the gap – Greater awareness of whole school staff of consistent, integrated & effective teaching practices and responsibilities in meeting the needs of Aboriginal students.</p> <p>Collegial networks established with key partners within school community and between schools within our district has assisted in promoting value and respect for Aboriginal culture and identity. This has facilitated greater communication and awareness within school planning framework for raising educational outcomes of Aboriginal students.</p> <p>Greater personal involvement through relevant goal setting in their educational programs has resulted in increased engagement of ATSI students.</p>
Low level adjustment for disability	LST support – \$148500	<p>LST meets fortnightly to facilitate effective communication & collaboration between all stakeholders within school community & develop processes & support for students with additional needs.</p> <p>Identified students with additional learning needs using NAPLAN analysis, data gathered from observation & assessment, class teacher referral, parent/carer referral</p> <p>Developed & implemented PLPs, risk assessments, behaviour support plans, health plans based upon complex learning difficulties/disabilities, challenging behaviours</p> <p>Prioritizes learning outcomes, establish smart goals, provision of adjustments and assistive technology. Modifications to ensure full access to buildings and school facilities for students with physical disability</p> <p>Conducted OOHC meetings, developed Education Plans and completed applications for Program Support funding in conjunction with all stakeholders</p> <p>IFS – Prepared funding applications(IFS) for students with confirmed disability. Coordinated & allocated SLSO support to class teachers and programs</p> <p>SLSO – Regular training & instruction of SLSO/support staff occurs to hone skills and enable them to effectively deliver support programs and support teachers in individual & class programming. Implemented programs into classrooms & coached SLSOs to deliver on weekly basis.</p> <p>Chaplaincy Program – Support individual student's family & staff. Ran a social program for year 2 targeting social & emotional wellbeing of students</p>

Low level adjustment for disability	LST support – \$148500	Quicksmart Program Coordination – continue program across Yr 4/5 cohort
Quality Teaching, Successful Students (QTSS)	0.52 FTE plus \$100000 staff release (annual amount)	Time has been used to work with teachers to enhance professional practice and review student progress based on the Learning Progressions and Benchmarking data. Staff used their time to collate and enter data for monitoring student progress using Learning Progressions. Extra time was given to staff to complete benchmarking as required.
Socio-economic background	<p>Chaplaincy school contribution \$10000 per annum</p> <p>Quicksmart Maths and literacy program per annum (\$13000 program, \$80000 staffing costs)</p> <p>Additional support needs (flexible as required, cost of SLSO hours) \$4524</p> <p>Technology equipment \$50000</p> <p>Staff Quicksmart training cost and accommodation \$5408</p> <p>Purchase of equipment and furniture for the technology room \$43, 882</p>	<p>Both Quicksmart literacy and numeracy programs continue working to support student learning.</p> <p>Chaplaincy program being continued with school funding in 2020 due to the value it is providing as grant funding was not available. Increasing numbers of students requiring support with social skills and higher numbers of families seeking support and advice because of homelessness and financial hardship</p> <p>STEM Room opening for 2020, providing a focus on problem-solving and increasing student engagement.</p>
Support for beginning teachers	\$4000	Release time for the class teacher is being used to attend beginning teacher courses and provide release. The CT and mentor have a close working relationship and regularly catch up.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	160	159	176	188
Girls	137	143	153	158

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	94.2	93.3	92.2
1	92.1	93.6	91.3	92.3
2	93.3	93.8	93.8	92.6
3	94.6	92.2	93.6	92.9
4	93.5	93.3	90.8	92.1
5	94.6	92.7	91.1	90
6	93.8	94	91	89.8
All Years	93.8	93.5	92.2	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.81
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	456,158
Revenue	3,569,274
Appropriation	3,431,233
Sale of Goods and Services	19,444
Grants and contributions	115,825
Investment income	2,773
Expenses	-3,851,807
Employee related	-3,367,623
Operating expenses	-484,184
Surplus / deficit for the year	-282,532

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	347,179
Equity Total	360,338
Equity - Aboriginal	32,474
Equity - Socio-economic	173,065
Equity - Language	3,171
Equity - Disability	151,628
Base Total	2,454,445
Base - Per Capita	77,196
Base - Location	5,387
Base - Other	2,371,861
Other Total	312,924
Grand Total	3,474,886

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about various aspects of the school and its operations. At ABPS various methods are used to collect information including: Tell Them from Me surveys, Facebook comments and data capture, website hits, Email and letter responses, Paper surveys, P&C meetings, verbally through formal and informal meetings, school events and activities. The following key results have been identified:

* Parents and carers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were: parents feel welcome at the school (83%) and find the school's administrative staff helpful when presented with a question or problem (88%). Parents also found that the school's written communication was presented in clear, plain language (82%) and that student reports were written in clear understandable terms (87%). The school's clear support of positive behaviour was also highlighted, with parents believing that students are clear about the rules for school behaviour (86%). Social media and school newsletters were rated the useful forms of communication at school.

* From surveys, 85% of students identified that they have positive relationships at school and that these encourage them to make positive choices. Students identified that they try hard to succeed in their learning (89%) and that school staff hold high expectations for all students to succeed (85%).

* Teachers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were; clear classroom expectations (95%), new concepts being linked to prior knowledge in class (95%), monitoring of individual student progress (92%) and collaboration to improve individual student learning (89%).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.