

Avoca Beach Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Avoca 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-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

Avoca Beach Public School
The Round Drive
Avoca Beach, 2251
www.avocabch-p.schools.nsw.edu.au
avocabch-p.school@det.nsw.edu.au
4382 1416

Message from the principal

This year has been another rewarding and enjoyable one. I have been extremely proud of the way our students have worked towards their individual learning goals. The staff, students and parents have also worked together to build a collaborative and caring learning environment.

We have continued to focus on personalised learning for every student through the implementation of evidence-based teacher practice and continued in our pursuit of providing a balanced education through a range of rich extra-curricular activities throughout the year.

We continued to achieve outstanding results in 2019, both academically and in a variety of extra-curricular areas. In every area of NAPLAN, we performed above the state average and the school celebrated the value added to students through our positive growth statistics for Year 5 and Year 7. Our sporting teams competed well in the NSWPSA knockout competition, our debating teams achieved highly, with the Year 6 team progressing to the regional finals and our strings group once again performed at the Opera House.

A big thank you to the P&C Association for their unwavering support of our school. Fundraising activities such as the fair in 2019, helped to support the provision of high-quality education for every student. My sincere thanks go to Paula Jamal (President) and her team. The tireless work they do to support the students and staff at Avoca Beach PS is amazing.

I look forward to continuing the outstanding, innovative programs already operating and building upon these in 2020, to lead Avoca Beach Public School's future focused education plan and ensure our vision of providing a high quality, balanced curriculum is achieved.

School background

School vision statement

Avoca Beach Public School is committed to providing a safe and caring environment where individuals are respectful, responsible and strive for their personal best. Our innovative, collaborative and inclusive culture empowers and supports every learner.

School context

Avoca Beach Public School is a comprehensive K–6 primary school on the Central Coast of NSW. Our school population of 474 students, including nineteen students identifying as Aboriginal and Torres Strait Islander is accommodated in 19 classes and supported by a Principal, four Assistant Principals, teaching, support and office staff.

Avoca Beach Public School prides itself on developing and maintaining authentic connections with the local community. A genuine partnership with the P&C ensures the school is well positioned in providing a safe, welcoming and inclusive environment. The school is devoted to building strong educational, and positive well-being links within the Kincumba Learning Community. This collaboration of local public schools, including Kincumber High School, is dedicated to developing best practice in order to improve student outcomes and provide a smooth transition into high school.

The school values the consultative partnership with our Aboriginal community and the Tjudibaring Local AECG. As a school, we are committed to embedding Aboriginal perspectives into key learning areas and further developing respect and understanding of Aboriginal culture for Aboriginal and non Aboriginal people. Positive Behaviour for Learning (PBL) strategies based on the core values; Respect, Responsibility and Personal Best are embedded into all aspects of school life. Avoca Beach Public School places importance on a holistic approach to student well-being and recognises the value of open, two way communication.

Professional learning to support teachers to meet the needs of 21st Century learners is an integral component of the school's future directions.

The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel. The school continues to offer research based literacy and numeracy programs focusing on the relevant, ongoing development of pedagogy.

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

Strategic Direction 1

TEACHING

Purpose

To strengthen the positive learning culture to develop a deeper knowledge and understanding of quality practices which promote innovative and collaborative teaching.

School Excellence Framework Reference

- Effective Classroom Practice
- Data skills and use
- Professional Standards
- Learning and Development
- Student performance measures
- Educational Leadership

Improvement Measures

The percentage of Year 3, 5 and 7 students in the top 2 bands for reading in NAPLAN will increase by 12% by 2020. eg: 77%, 58%, 62% respectively. (Baseline 2017)

The percentage of Year 3, 5 and 7 students in the top 2 bands for numeracy in NAPLAN will increase by 12% by 2020. eg: 61%, 46% and 61% respectively by 2020. (Baseline 2017)

At least 80% of students demonstrate expected growth across literacy and numeracy progressions relevant to expected timeframes.

100% of Aboriginal students achieving in the top 3 bands in reading and numeracy in Years 3, 5 and 7 NAPLAN BY 2020.

Progress towards achieving improvement measures

Process 1: EFFECTIVE CLASSROOM PRACTICE Curriculum differentiated in content, process and product.

Implement and review explicit teaching practices supported by targeted professional learning utilising research and evidence based practices, including explicit feedback to improve student learning outcomes and to inform parents.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In reading, 70% of Year 3 students achieved the top 2 bands• In reading, 52% of Year 5 students achieved the top 2 bands• In numeracy, 48% of Year 3 students achieved the top 2 bands• In numeracy, 37% of Year 5 students achieved the top 2 bands• All teachers trained in 7 Steps to Writing Success• 100% of teachers involved in demonstration lessons and team teaching, involving writing, spelling and numeracy	<ul style="list-style-type: none">• Whiteboards & Markers– \$2000 Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$50000.00)

Process 2: DATA SKILLS AND USE

Implement practices that monitor and moderate student learning goals using school-based assessment and standardised testing to drive programming, teaching and reporting and ensure the consistency of teacher judgement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 69% of students achieved at or above expected growth in reading• 65% of students achieved at or above expected growth in writing• 63% of students achieved at or above expected growth in spelling	<ul style="list-style-type: none">• Professional learning– \$1600 Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Progress towards achieving improvement measures

- 52% of students achieved at or above expected growth in numeracy
- Two executive staff formally trained in PLAN 2 software
- 100% of teachers received school-based professional learning around learning progressions and input of data into PLAN 2

Process 3: PROFESSIONAL STANDARDS/LEARNING AND DEVELOPMENT

Further implement practices to build staff capacity which include professional goal setting, observations, quality feedback and personal reflections to improve and expand teaching practice and further support early career teachers and aspiring leaders.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff completed a Performance and Development Plan and maintained a Professional Learning Log, aligned to the Australian Professional Standards for Teachers	<ul style="list-style-type: none">• Lesson Observations– \$41349 (QTSS)

Strategic Direction 2

LEARNING

Purpose

To provide a student centred learning environment that challenges and engages all students to be successful, creative, self-directed life-long learners.

School Excellence Framework Reference

- Wellbeing
- Curriculum
- Assessment
- School Resources

Improvement Measures

Over 90% of students receive the end of year PBL 'Super Stellar' for demonstrating school expectations.

The Motivation and Interest aspect of Social and Emotional outcomes increase to meet or exceed the NSW Government norm (7.8% in the 2017 Tell Them From Me student survey.)

All teachers indicate an increased skill base when utilising technology to support teaching and learning.

At least 80% of students indicate in the TTFM survey they receive regular and timely feedback.

Progress towards achieving improvement measures

Process 1: WELLBEING

Student support processes are reviewed including thorough consultation with all stakeholders and a clear set of practices and goals are established to improve student outcomes.

Implementing needs based practices to support resilience and the social and emotional wellbeing of students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 91% of students received an end of year PBL Super Stellar Award• Student wellbeing officer was employed for 2 days per week to implement cool kids program, zones of regulation, gardening club and bounce back program	<ul style="list-style-type: none">• Wellbeing Officer– \$7000• PBL Rewards Day– \$1400

Process 2: CURRICULUM

Implementation and review of inquiry based practices and STEM projects.

Technology embedded into learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of classrooms fitted with new Interactive Whiteboards	<ul style="list-style-type: none">• Interactive Whiteboards– \$94300

Process 3: ASSESSMENT

Implement quality assessment.

Students receive targeted and timely feedback to inform future learning goals.

Progress towards achieving improvement measures

Process 3: Parent receive ongoing communication about student performance and wellbeing through a variety of methods.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Through Tell Them From Me surveys, 80% of students indicated they received regular and timely feedback• Introduction of a new school app and School Bytes, for improved communication	<ul style="list-style-type: none">• School Bytes– \$3200• School app– \$780

Strategic Direction 3

CONNECTING

Purpose

To strengthen and maintain purposeful connections between students, teachers, parents, local community groups and our learning community.

School Excellence Framework Reference

- Educational Leadership
- Assessment
- Management Practices and processes
- Wellbeing
- Community

Improvement Measures

Over 80% of parents/carers indicate in TTFM that they are kept informed of, and welcomed at school activities.

90% of parents attending information sessions indicate an increased understanding of content.

100% of teachers engage actively in the Kincumba Learning Community Network meetings held each term.

Progress towards achieving improvement measures

Process 1: EDUCATIONAL LEADERSHIP

Parents/Carers are provided with opportunities to engage in a range of school-related activities to build a cohesive educational community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of new Kindergarten parents attended parent workshops during the Headstart program• 87% of families attended the Kindergarten welcome BBQ• Tell Them From Me surveys reflected that 73% of parents feel welcome in the school	<ul style="list-style-type: none">• Headstart resource packs– \$2400• Kinder welcome BBQ– \$350

Process 2: SCHOOL COMMUNITY ENGAGEMENT

Collaboratively develop and implement quality, targeted professional learning across the Learning Community focused on building the capacity of every teacher.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Eight student leaders and two teachers attended the combined Kincumba learning Community Leadership Forum	<ul style="list-style-type: none">• Leadership Forum– \$600

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$91 349.00) 	<ul style="list-style-type: none"> • Additional teacher employed 4 days per week to support mentoring, lesson observations, team teaching, BYOD and PDP release • Successful set-up of BYOD in Stage 2 and Stage 3 classes • Professional learning to increase the knowledge and skills of Years 3–6 staff members in implementing particular apps and software to support BYOD • Mentoring to support for staff to increase their knowledge and understanding of teaching phonics explicitly • Team teaching, lesson observations and demonstration lessons to develop teacher understanding of early number concepts and implementation of the Targeted Early Numeracy Program (TEN)
Support for beginning teachers		<ul style="list-style-type: none"> • There were no beginning teachers at Avoca Beach PS in 2019

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	276	291	278	257
Girls	235	238	235	208

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.2	95.1	92.8
1	94.1	94.1	91.9	93.6
2	94.9	94.6	93.4	93.5
3	94.7	94.7	93.6	92.9
4	93.7	92.4	92.7	91.2
5	94.3	93.4	89.8	92.1
6	94.2	91.7	91.3	88.3
All Years	94.5	93.7	92.5	92
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.45
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.78

*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	503,607
Revenue	4,138,469
Appropriation	3,891,601
Sale of Goods and Services	10,540
Grants and contributions	231,787
Investment income	4,042
Other revenue	500
Expenses	-4,287,518
Employee related	-3,662,875
Operating expenses	-624,643
Surplus / deficit for the year	-149,049

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	151,380
Equity Total	147,365
Equity - Aboriginal	12,988
Equity - Socio-economic	15,599
Equity - Language	0
Equity - Disability	118,779
Base Total	3,288,357
Base - Per Capita	120,369
Base - Location	0
Base - Other	3,167,988
Other Total	240,090
Grand Total	3,827,192

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019, the school sought opinions about transition programs, student engagement and community engagement. School-based surveys and Tell Them From Me surveys were used to gather responses.

73% of parents indicated that they feel welcome at our school and 80% of students feel motivated to learn and report they receive regular feedback to help them with their learning. Our Headstart transition program was rated overall to be "extremely useful". Specific feedback from this program is listed below:

"I have older children at the school and I wish the program was this comprehensive when they started".

"So helpful and supportive. The resource pack was amazing and has given me lots of helpful ideas to prepare my daughter."

Teachers also reported positive responses to their involvement in professional learning throughout the year, with 91% of teachers indicating that mentoring and team teaching opportunities have led to positive changes in their teaching practice.

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.