

# Shoalhaven Heads Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Shoalhaven Heads 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

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### Message from the principal

2019 has been a year of change. Through sustained cooperation between our school and community we have embraced new beginnings and learning along the way. Self-reflection is also integral to change. One of the most notable changes occurred in the welfare system used by the school. Students have understood the Restitution and Restoration (R&R) processes which supports self-regulation and emotional growth. Our teachers set high expectations for themselves and use collegial feedback to refine their practice with a focus on student learning growth.

What can be achieved through sustained cooperation between our school and community is a great source of pride for me as an educational leader of our amazing school. In this year's annual report I reflect on not only the incredible academic, sporting and cultural achievements of our students; but also on how we continue to grow and learn as a community, and what we collectively delivered so that every student is known, valued and cared for.

Thank you to the students, staff and parents for making our school a great place to learn and work.



## School background

### School vision statement

At Shoalhaven Heads Public School we are committed to knowing, valuing and caring for our students.

We endeavour to nurture, inspire and challenge all students with quality teaching and learning.

### School context

Shoalhaven Heads Public School is situated in the community of Shoalhaven Heads and is close to the Shoalhaven River and Seven Mile Beach. We have an enrolment of approximately 176 students from K–6.

At Shoalhaven Heads Public School every child receives a well–rounded education, supported by exposure to a variety of quality learning experiences, sporting and cultural events, enrichment experiences and community involvement.

Our school values of Respect, Responsibility and Safety selected by the community, students and staff are evident across our school. Restorative practices are embedded in our wellbeing processes. This strategy seeks to repair relationships that have been damaged. It does this by bringing about a sense of empathy coupled with restorative action.

The Shoalhaven Heads community are active participants in school events and the development of stronger partnerships and programs within the school setting enables our students to gain exciting and challenging life experiences.



## 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. 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.

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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

Connect to Learning

### Purpose

Students have the capacity to manage their own emotional, mental and physical wellbeing in order to connect to purposeful learning pathways.

### Improvement Measures

Students show higher than expected growth on internal school performance measures and the school achieves at or above state average growth on external performance measures.

The majority of students consistently display positive school values. Reduction in the reported negative behaviour incidents as evidence through PBL data and LaST referrals.

All students are able to set and self reflect on relevant learning goals.

### Overall summary of progress

The implementation of our school Wellbeing system has reduced the reported negative behaviour incidence and decreased repeated negative behaviours for individual students.

### Progress towards achieving improvement measures

**Process 1:** Strengthen evidence based practice in Visible learning strategies, assessment and reporting to improve student achievement

Evaluation	Funds Expended (Resources)
Greater accuracy in reporting to parents was evident through a wholistic approach to student assessment.	\$1343.95 ACER subscription

**Process 2:** Develop self-assessment and reflective skills in students and build capacity to give feedback to teachers and peers.

Evaluation	Funds Expended (Resources)
There is inconsistent evidence that regular self reflection is part of the teaching and learning cycle for all students. SHPS undertook training to build the capacity of students and staff to provide self assessment and feedback. This was delayed until 2020 due to staff changes.	

**Process 3:** Complete a review of student welfare procedures based on the input from the whole school community and embed strategies that develop student resilience and leadership skills.

Evaluation	Funds Expended (Resources)
Shoalhaven Heads public school has a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Data supports the effectiveness of our Wellbeing process evident through a significant decrease in the frequency and seriousness of recorded incidents.	Staff funding 2 days per week to manage wellbeing. Casual release to work with members of strategic support team.
2 staff members attended Redbank Conference	\$21820.00

**Process 4:** Provide personalisation, precision and purpose to learning experiences for all students

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Inconsistent access to a school counsellor impacted our ability to identify underlying barriers for student success. Staff utilised the school TAMS systems to provide personalised learning and purposeful support.	

### Process 5: Strengthen communication to parents of student achievement and success

Evaluation	Funds Expended (Resources)
Student lead conferences in Semester 1 to provide the opportunity to share in student learning. Feedback from the community shows that this process will require more communication regarding the purpose and benefit of students verbalising and sharing their schooling success with others.	

## Next Steps

- All students will be able to articulate learning successes based on learning goals and identify areas for improvement.
- Students learning experiences will be guided by individual need of students
- PLP and IEP will be evaluated and updated regularly, these documents will form part of the reporting process to parents
- Develop whole school procedures which outlines classroom practice expectations regarding quality teaching to engage all learners
- Maintain high expectations of student learning and behaviour



## Strategic Direction 2

### Precision in Teaching

#### Purpose

Staff commit to creating an environment where students engage in high quality learning and teachers collaborate in planning and critical reflection of their own teaching practice.

#### Improvement Measures

100% of Professional Development Plans (PDP) align with the school plan and the Professional Teacher Standards, demonstrating a strong commitment to improving practice.

Consistent student expected growth is demonstrated across all stages of learning.

Evidence of extent to which teachers refine practice through observation and feedback.

All students have negotiated personal learning goals aligned to their point of need.

#### Progress towards achieving improvement measures

**Process 1:** Teachers will regularly gather, analyze and interpret student assessment data and collaboratively use this to inform planning, identify interventions and modify teaching practice

Evaluation	Funds Expended (Resources)
<p>During term 4, PAT – Progressive Achievement Test resource has been instigated K–6. Stage 2 and 3 collaboratively analysed this data to inform classroom teaching and learning and stage wide areas of need planning.</p> <p>The LaST referral process has been streamlined and all Class Room Teachers are accessing this process to gain support for students at point of need based on assessment data.</p> <p>Regularly scheduled collaborative planning days each term were successful and valued by all staff and ensured Consistent Teacher Judgement across all stages.</p>	<p>\$20,000 Additional staff release</p> <p>\$ 2444.00 Firefly education</p>

**Process 2:** Teacher reflection and goal setting align the professional development framework with the Australian Teaching Standards

Evaluation	Funds Expended (Resources)
<p>Staff are valuing the PDP process and using evidence and feedback to evaluate and guide PDP goal planning. Goals are no longer seen as a compliance process as staff are now striving to achieve excellence in teaching and the SEF, Premier's priorities and Quality teaching standards are being referred to when creating goals.</p>	

**Process 3:** Developing a deep and shared knowledge of quality teaching and visible learning across the school.

To focus on pedagogy that supports teachers to critically reflect on quality teaching and provide explicit instruction at students point of need

Evaluation	Funds Expended (Resources)
<p>Professional dialogue is evident at stage based planning days and stage meetings.</p> <p>Modelling is not a formalised process. Observations are not regular and feedback to Class Room Teacher after observations is not evident.</p>	

## Progress towards achieving improvement measures

Staff meetings embed PL that supports PDP goals and the school plan Strategic Directions.

## Next Steps

- Assessments need to be aligned to evaluating teaching programs. A school wide minimum expectation assessment schedule (internal and external) will need to be created for staff to incorporate into planning.
- More evidence is required in teaching programs to show differentiation to student need. A negotiated whole school annotation code and system would support this.
- Continuing the regularly scheduled collaborative planning days to ensure CTJ across all stage.
- More evidence of reviewing and reflection of goals is required to ensure they are an integral part of a teacher's professional growth.
- Principal to distribute leadership and Assistant Principals are to lead the CRT PDP process in 2020 and beyond.
- Participation by Stage 2 and 3 teachers in the Newcastle University QTR Quality Teaching Rounds research program will commence in term 1, 2020 which will monitor current observation systems and provide PL in current research based practices to create a strong system of classroom observation and feedback across the school.
- As we have had a changeover in CRT staff and a lack of evidence of visible learning shows it is not being incorporated into all classroom, revisiting Visible learning PL and observations for all staff would be beneficial. A visible learning team will be established to create a cohesive procedure across the school to embed visible learning to create a culture of high expectations and understanding.



## Strategic Direction 3

Thriving through Belonging

### Purpose

Through effective collaboration with community of schools partners create an environment where our school community supports students to thrive as confident, creative and resilient citizens.

### Improvement Measures

The extent to which parents support the suite of school communication strategies available.

All students that identify as Aboriginal or Torres Strait Islander achieve their collaborative personalised learning pathway goals.

### Overall summary of progress

Relationships between the community and the school have always been strong. Our aim is to ensure that this remains so through communication processes which meet the needs of all community members and the school.

### Progress towards achieving improvement measures

**Process 1:** Develop strong community bonds to provide access to a range of community services that support students and the school community.

Evaluation	Funds Expended (Resources)
<p>Incorporating local agencies to support and extend student learning in 2019 allowed our students to engage with local agencies through experiences of, environmental care working with Landcare in a dune stabilisation initiative, Shoalhaven Heads Bird Festival, music tuition, mindfulness programs, speech therapy, occupational therapy, Wakakirri, STEM4TEN and community sport.</p> <p>Our school grounds were opened as part of the Share our Space Program Pilot and used by local community members as host of boot camp fitness program. The development of these community bonds promoted the school as a community hub.</p> <p>All Aboriginal or Torres Strait Islander students have Personal learning pathways and parent participation in the process was 87%.</p>	\$21000

**Process 2:** Positive, respectful relationships are evident and widespread among students, staff and parents that promote optimal conditions for student learning.

Evaluation	Funds Expended (Resources)
<p>The collaborative production of a Communication Plan was developed through 2019. This plan clearly sets out the channels and timelines of communication for parents, staff and students.</p> <p>Parent feedback identified areas for improvement in the positive promotion of our school. This led to the launch of Facebook as a school promotion platform, comments left on Facebook have been overwhelmingly positive and supportive of our school. The school delivers information about school events through weekly e-alerts and the school website.</p> <p>Student learning journals were introduced through school wide use of SeeSaw providing the opportunity for positive promotion of student learning.</p>	Administration Release

## Progress towards achieving improvement measures

**Process 3:** Effective communication plan is evident, allowing for the clear and concise transfer of information between school, home and the wider community

Evaluation	Funds Expended (Resources)
During the end of 2019 there was a demonstrated increased traffic to the school website as the primary source of school information. 98% of our parent body are subscribed to our school alert system. Step up packs for every student were introduced, feedback on these packs was positive from the parent community.	Administration Release

## Next Steps

Publish communication procedures document to website.

Increase student input into school promotion through term reports to community news outlets.

Develop greater parent participation in TTFM survey.

Complaint handling procedures improved with data collected and reviewed regularly and improvements communicated to the community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$12 636.00)	Shoalhaven Heads Public School employed a School Learning Support Officer to work with our Aboriginal students, resulting in higher engagement in class activities for our students.  The student body enjoyed a cultural experience that celebrated the history of the oldest living culture in the world.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$122 281.00)	The funding includes 0.6 FTE Learning and support teacher \$64030. The remaining Flexible funding was used to provide additional time for learning and support teacher to improve the social, emotional and academic outcomes of our students. The additional time was focussed on wellbeing practices.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$34 042.00)	All staff released for collaborative planning and moderation learning experiences to support consistency for our students (twice a term).  Additional release time for targeted improvement supports for teaching staff to develop capacity through the PDP process.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$65 935.00)	Supporting students to attend all school excursions and purchasing uniforms for families in need and supporting students to access their learning and improve wellbeing have been 2019 areas of focus.  The release of teachers to analyse school data to design learning programs to target specific literacy and numeracy skill development. This enabled target support for students in classrooms to improve learning outcomes.
<b>Support for beginning teachers</b>		



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	96	94	94	91
Girls	93	100	97	86

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.6	95	94	94
1	94.6	93	93.7	93.1
2	93	92.7	93.9	93
3	95.2	93.5	93.5	92.9
4	94.7	93.1	87.8	92.8
5	92.3	89.5	93	94.7
6	93.3	90.5	93.3	92
All Years	93.8	92.8	92.9	93.2
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)	2
Classroom Teacher(s)	5.91
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	272,839
<b>Revenue</b>	1,931,399
Appropriation	1,866,521
Sale of Goods and Services	-800
Grants and contributions	64,780
Investment income	898
<b>Expenses</b>	-2,018,689
Employee related	-1,712,404
Operating expenses	-306,285
<b>Surplus / deficit for the year</b>	-87,290

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	73,015
<b>Equity Total</b>	122,281
Equity - Aboriginal	12,636
Equity - Socio-economic	21,072
Equity - Language	2,537
Equity - Disability	86,036
<b>Base Total</b>	1,388,438
Base - Per Capita	44,816
Base - Location	4,576
Base - Other	1,339,047
<b>Other Total</b>	112,143
<b>Grand Total</b>	1,695,877

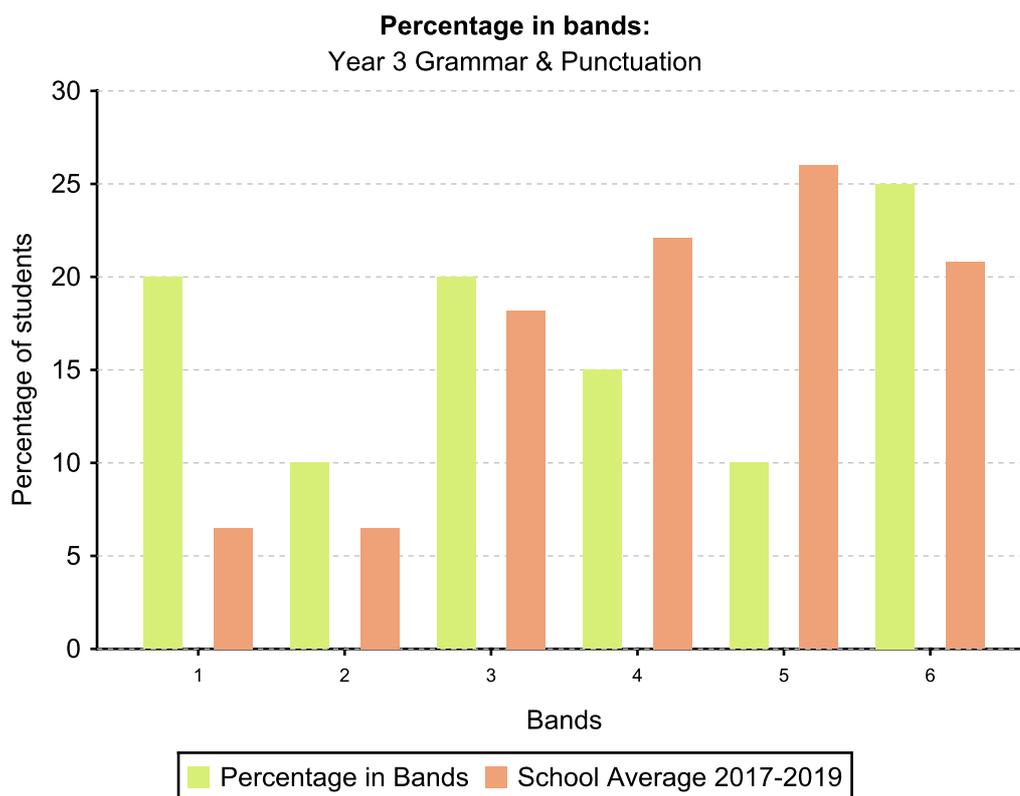
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

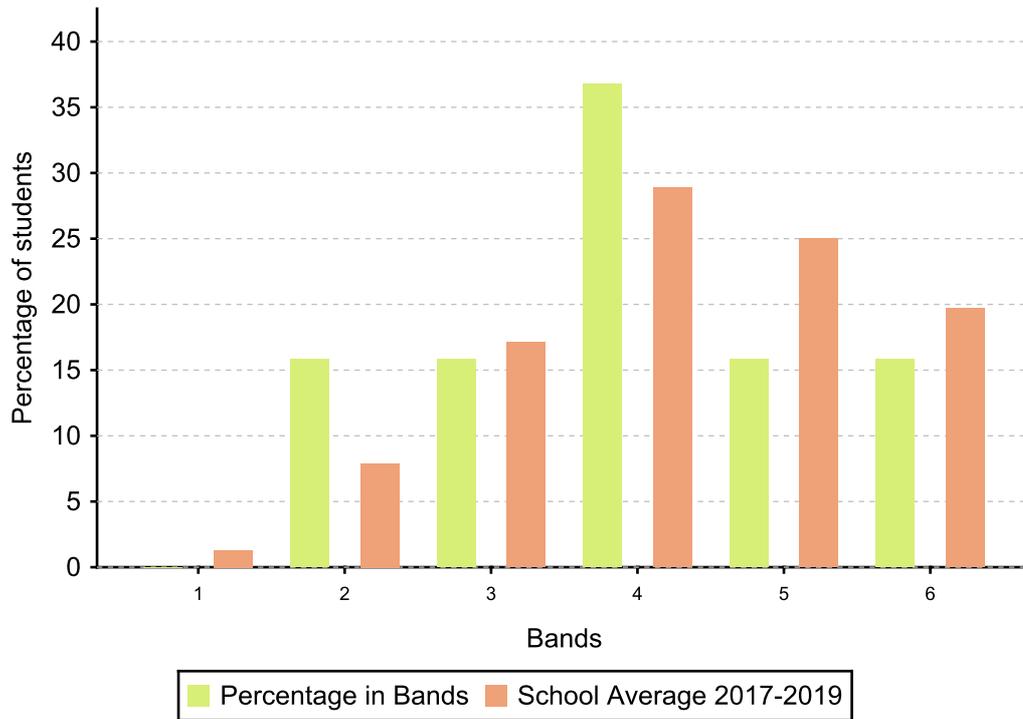
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



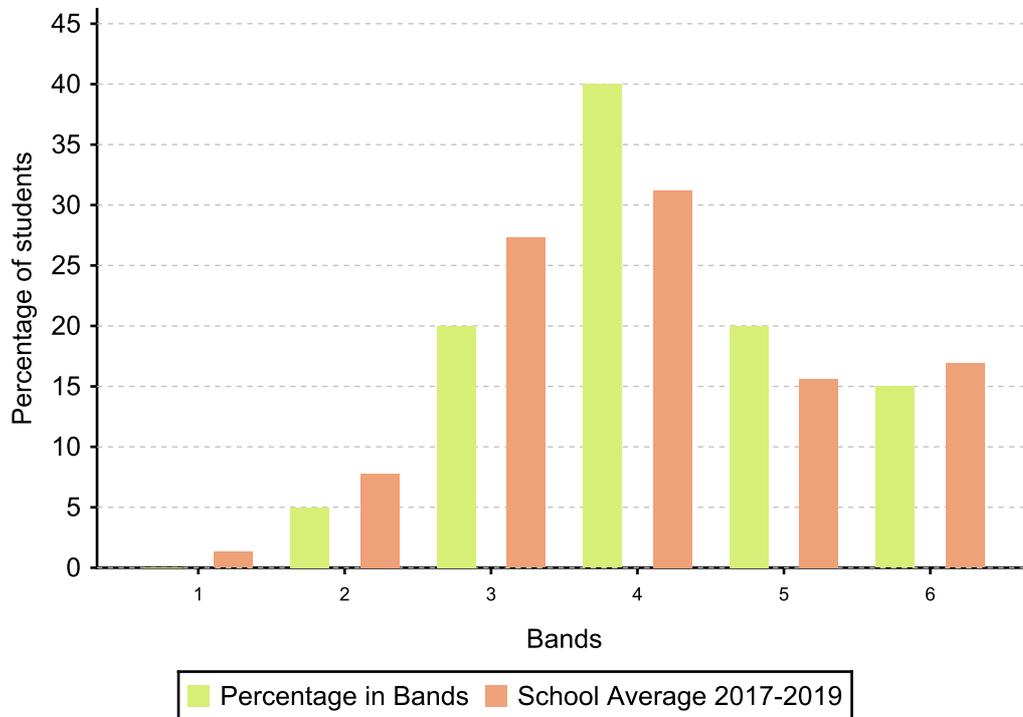
Band	1	2	3	4	5	6
Percentage of students	20.0	10.0	20.0	15.0	10.0	25.0
School avg 2017-2019	6.5	6.5	18.2	22.1	26	20.8

**Percentage in bands:  
Year 3 Reading**



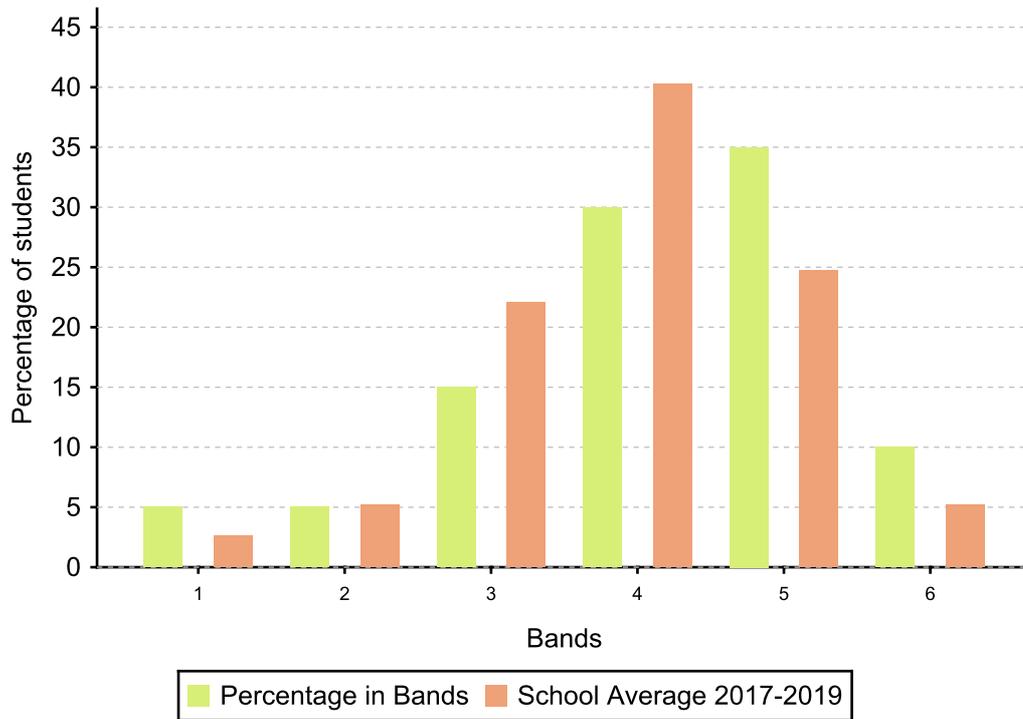
Band	1	2	3	4	5	6
Percentage of students	0.0	15.8	15.8	36.8	15.8	15.8
School avg 2017-2019	1.3	7.9	17.1	28.9	25	19.7

**Percentage in bands:  
Year 3 Spelling**



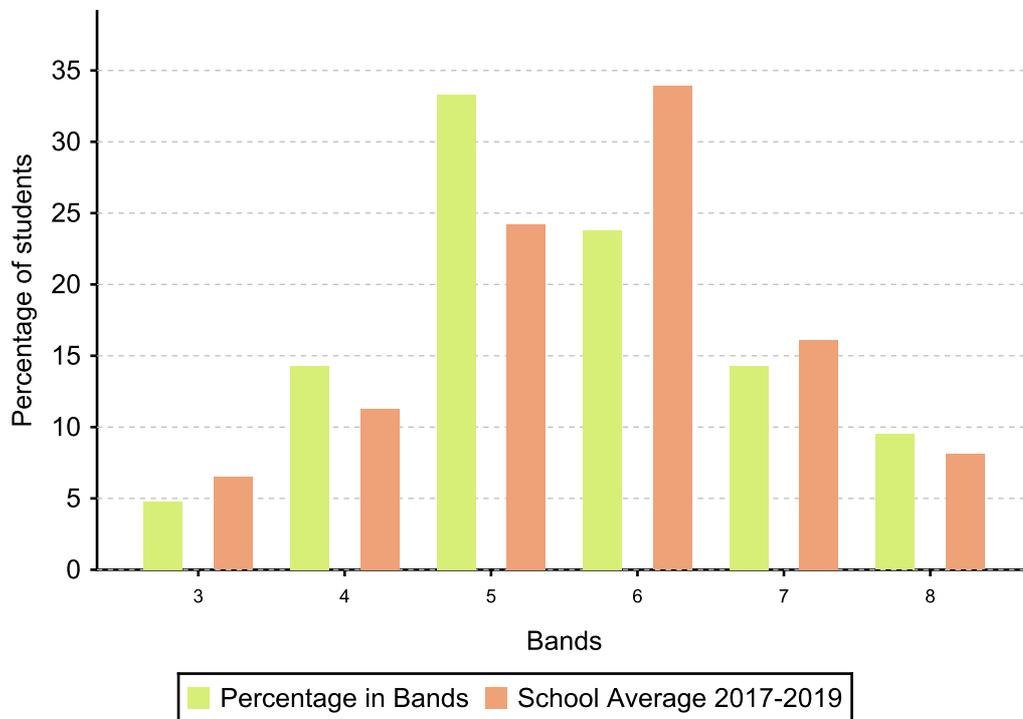
Band	1	2	3	4	5	6
Percentage of students	0.0	5.0	20.0	40.0	20.0	15.0
School avg 2017-2019	1.3	7.8	27.3	31.2	15.6	16.9

**Percentage in bands:**  
Year 3 Writing



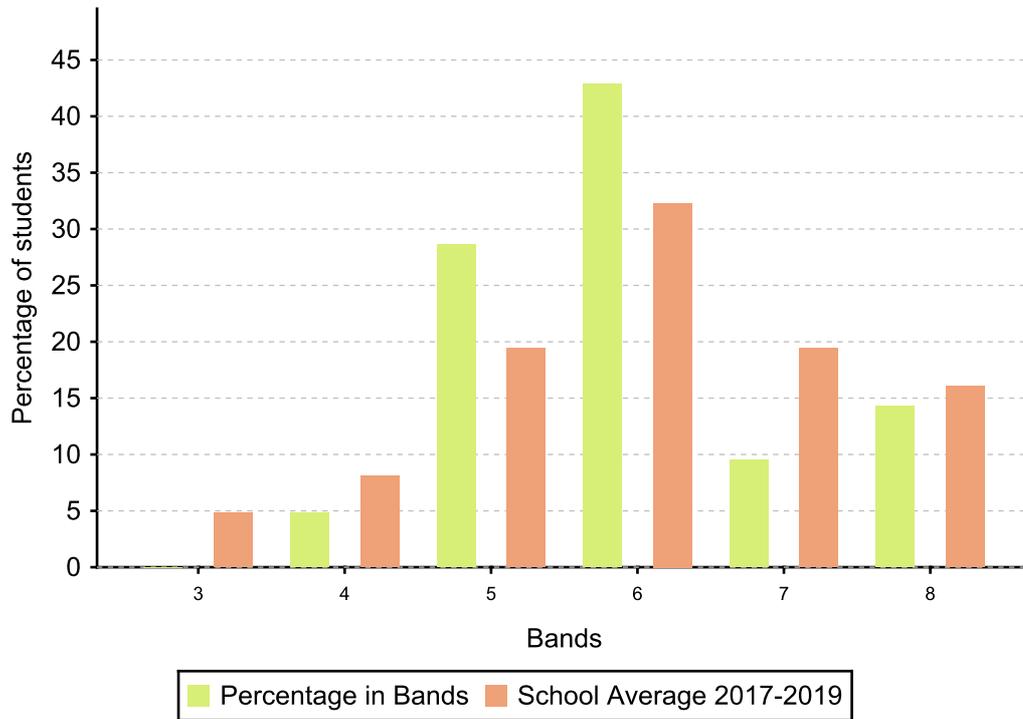
Band	1	2	3	4	5	6
Percentage of students	5.0	5.0	15.0	30.0	35.0	10.0
School avg 2017-2019	2.6	5.2	22.1	40.3	24.7	5.2

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



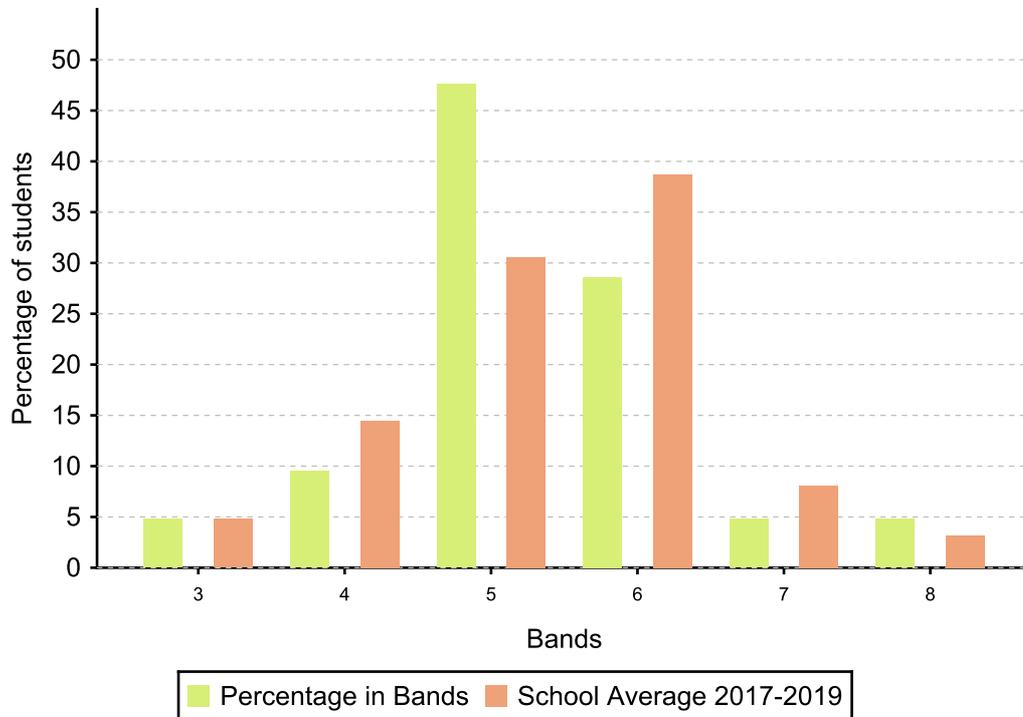
Band	3	4	5	6	7	8
Percentage of students	4.8	14.3	33.3	23.8	14.3	9.5
School avg 2017-2019	6.5	11.3	24.2	33.9	16.1	8.1

**Percentage in bands:  
Year 5 Reading**



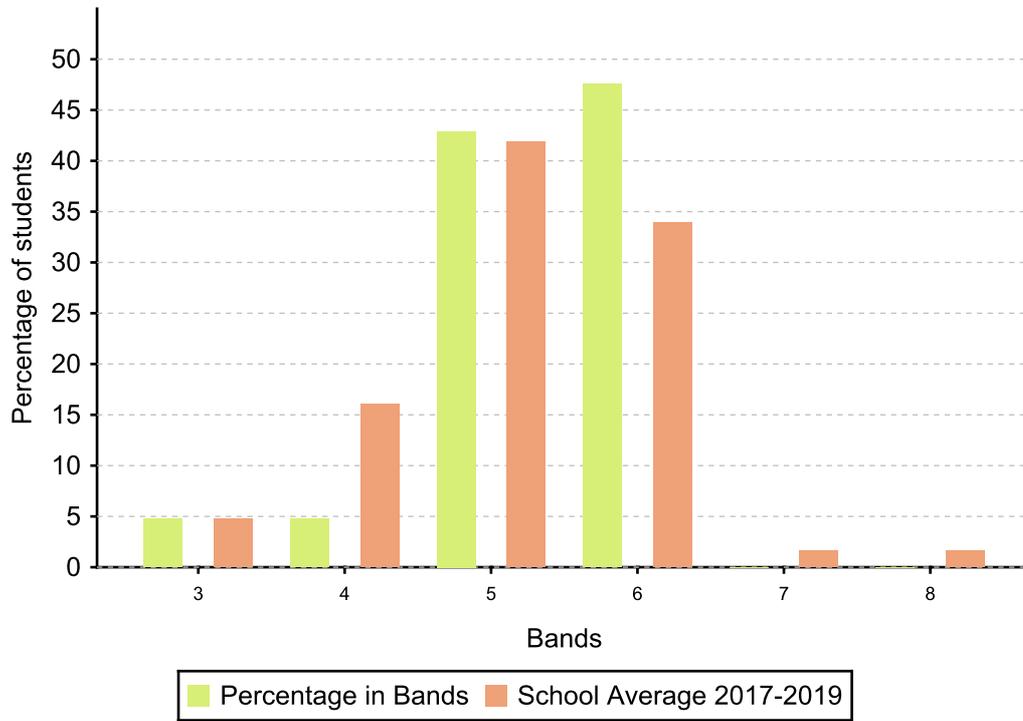
Band	3	4	5	6	7	8
Percentage of students	0.0	4.8	28.6	42.9	9.5	14.3
School avg 2017-2019	4.8	8.1	19.4	32.3	19.4	16.1

**Percentage in bands:  
Year 5 Spelling**



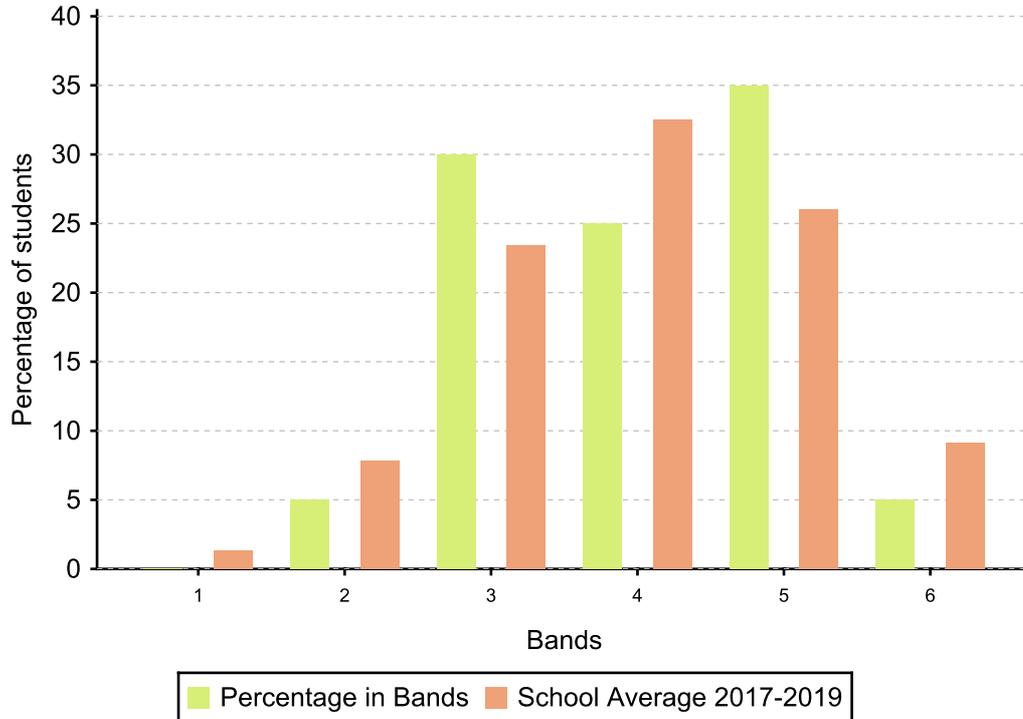
Band	3	4	5	6	7	8
Percentage of students	4.8	9.5	47.6	28.6	4.8	4.8
School avg 2017-2019	4.8	14.5	30.6	38.7	8.1	3.2

**Percentage in bands:**  
Year 5 Writing



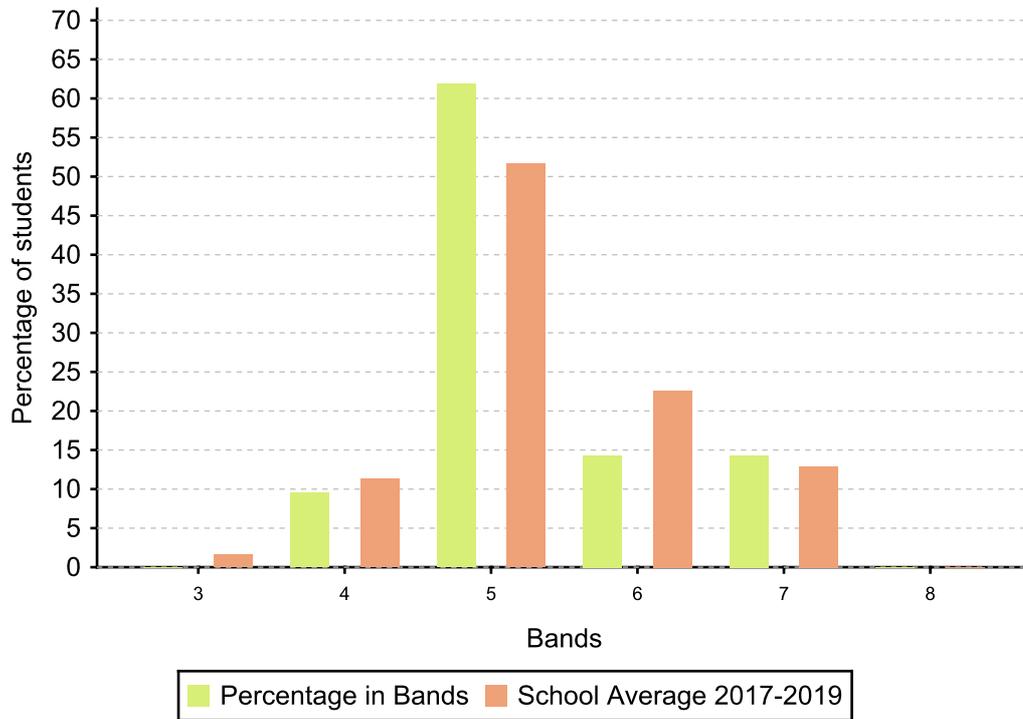
Band	3	4	5	6	7	8
Percentage of students	4.8	4.8	42.9	47.6	0.0	0.0
School avg 2017-2019	4.8	16.1	41.9	33.9	1.6	1.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	5.0	30.0	25.0	35.0	5.0
School avg 2017-2019	1.3	7.8	23.4	32.5	26	9.1

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	9.5	61.9	14.3	14.3	0.0
School avg 2017-2019	1.6	11.3	51.6	22.6	12.9	0

## Parent/caregiver, student, teacher satisfaction

Shoalhaven Heads Public School sought the opinions of parents, staff and students regarding various aspects of school life. Students, parents and staff were formally surveyed to look at specific aspects of the school and learning culture. The responses also provided the school with an overview of the satisfaction of the service provided to the students. The survey findings are supported by the commitment of the P&C in working directly with the school to meet the needs of our students.

Shoalhaven Heads Public School has also sought formal and informal opportunities to seek the opinions of staff –through professional discussions, of parents –through meet and greets, interviews, direct consultation, review meetings, and of students –through student conferences, SHPS Parliament, R&R and surveys.









## 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.