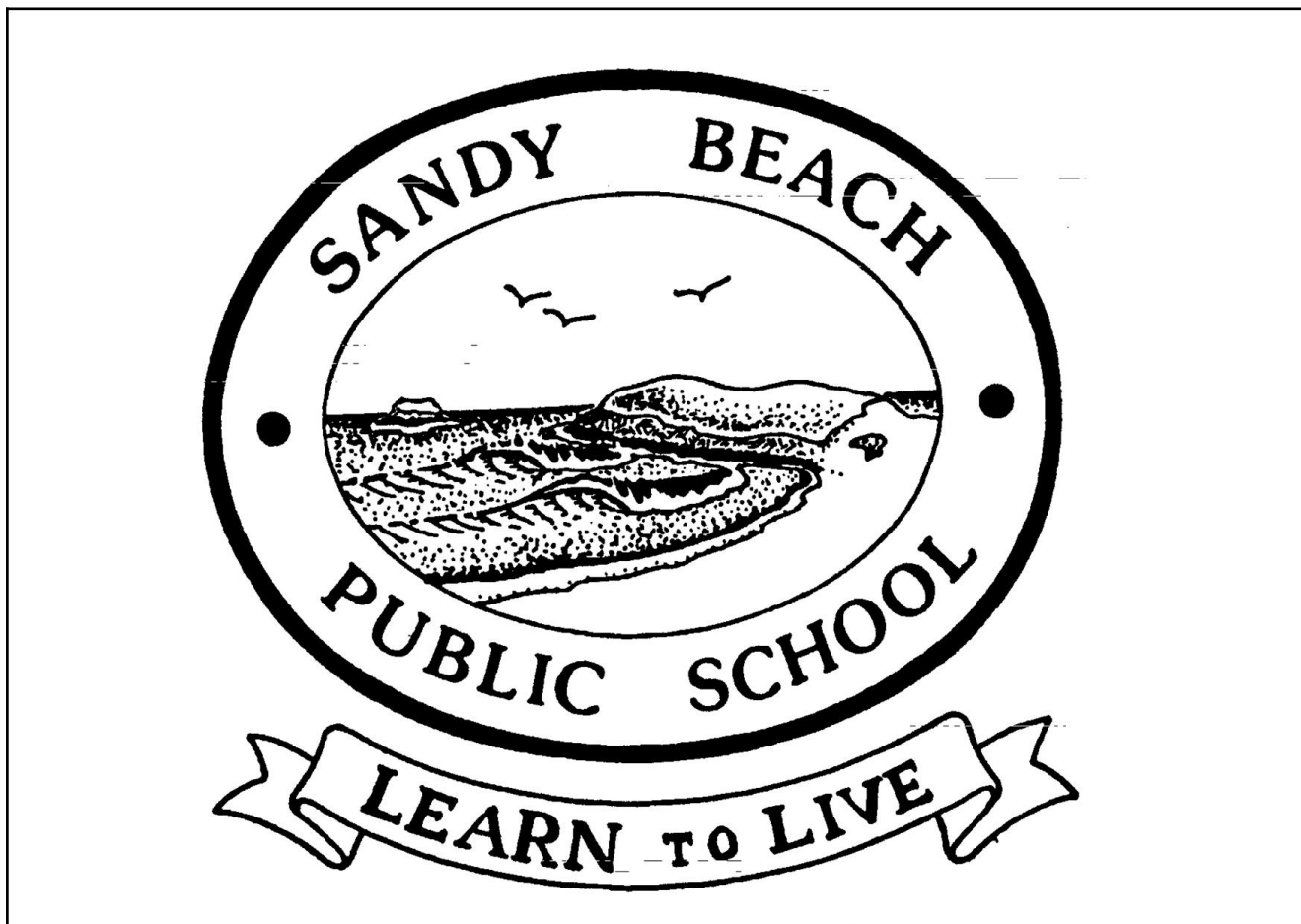# Sandy Beach Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Sandy 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

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School background

Sandy Beach Public School is committed to providing quality education through dynamic programs, where all learners aspire to reach their full potential. A focus is placed on providing a solid foundation of literacy and numeracy, where students also become critical and creative thinkers.

Our school empowers all students to embrace learning, becoming confident, resilient and self–motivated.

We aspire to develop positive, respectful partnerships between students, staff and parents that promote the cognitive, emotional, social and physical wellbeing of students.

At Sandy Beach Public School we support a learning culture of high expectations where all students can meet the challenges in an ever–changing global society. Our school is a place where students have an opportunity to learn to live.

School context

Sandy Beach Public School is a K–6 school located 20 km north of Coffs Harbour on the NSW north coast. Our school is a proactive member of the Northern Beaches Community of Schools group. The school has a FOEI of 105 and student population of 360 students. 12% of our schools population consists of Aboriginal students.

Our school has a multi–categorical class that follows an inclusive model. At Sandy Beach Public school we also support students with a range of disabilities through various programs. There are links with external providers to also enhance the education provisions for individual students.

Our school enjoys strong parent and community support with a dedicated P&C, who actively involve themselves in decision–making and fund raising to benefit the education of their children. We are a member of the Healthy kids Association and implement Live Life Well @ School initiatives.

Student participation in sport is enthusiastic including Premier's Sporting Challenge, fundamental movement skills program, inter–school and PSSA competitions as well as a range of sports using government funding to utilize external coaches including surfing for Year 6. Performing Arts is a focus including biannual musicals, guitar and ukulele tuition, choir, class performances at weekly Stage assemblies and dance groups performing at local eisteddfod and festivals. Our school has achieved success in public speaking and debating programs as well as providing a range of extension learning activities for students, including the use of digital technologies. In addition, sustainability initiatives are strongly supported with vegetable garden club, recycling program, projects to increase native vegetation and Water Wise accreditation.

The passionate and highly skilled staff includes an executive team consisting of one Principal, three assistant Principals, one Highly Accomplished Teacher and 35 staff members including Administration and School Learning Support Officers.

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	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	Excelling

Strategic Direction 1

LEARNING

Purpose

Engaging students in rich learning experiences is achieved through dynamic programs using explicit instruction and effective teaching strategies. Our purpose is to embed school–wide practices based on collaborative planning and delivery, effective feedback, guided by consistent and reliable student assessment. This will ensure a focus on curriculum and the literacy skills for the future success of our students.

Improvement Measures

 • All teaching programs are aligned to whole school assessment schedules and syllabus content.

To increase the number of students for Writing in Bands 5 & 6 in Year 3 and Bands 6, 7 & 8 for Year 5 for NAPLAN.

 • To increase the number of students for Grammar & Punctuation in Bands 5 & 6 in Year 3 and Bands 6, 7 & 8 for Year 5 for NAPLAN.

Progress towards achieving improvement measures

Process 1: **Whole school focus on assessment and reporting**:
> • Use assessment flexibly and responsively as an integral part of the daily classroom instruction.
> • Implement whole school tracking and reporting processes for English strands.

Evaluation	Funds Expended (Resources)
Teaching programs demonstrated increased planning for differentiation in writing lessons which were assessed against syllabus content and the literacy learning progressions. The teacher self–reflection survey showed that 85% of teachers used formative assessment daily to inform lesson planning. Student semester reports for English were revised and a checklist of selected syllabus content was implemented. Improved method of tracking student data digitally was introduced for reading levels, spelling ages and class assessments.	Teacher release for professional learning, data analysis and resource development. **Funding Sources:** • ($14000.00)

Process 2: **Improving student outcomes in literacy:**
> • Implement high quality professional learning in literacy, focusing on writing, grammar & punctuation and spelling.
> • engage students in opportunities to develop skills, knowledge and growth mindset in targeted aspects of literacy.

Evaluation	Funds Expended (Resources)
All staff trialled new English units and the school developed a sentence type scope and sequence. NAPLAN results in Yr 3 Writing was up by 14% in the top 2 bands as compared to 2018. In Yr 5 Writing was down by 4% in the top 2 bands as compared to 2018. In Yr 5 Writing, Band 6 was up by 12% as compared to 2018. The lower bands had both decreased by 4% in Yrs 3 & 5 NAPLAN Writing.	Teacher release for professional learning and purchasing teaching resources. **Funding Sources:** • ($10500.00)

Strategic Direction 2

TEACHING

Purpose

Highly skilled and committed teachers are an essential part of improving student outcomes. Our purpose is to create a professional learning environment where all staff strive to improve their practice through collaboration, modelling, specific feedback with priority given to evidence–based teaching strategies. This will drive ongoing school–wide improvement in program delivery and student numeracy results.

Improvement Measures

To increase the number of students for the number, patterns & algebra strand in Bands 5 & 6 for Year 3 and Bands 6, 7 & 8 for Year 5 for NAPLAN.

100% teachers implement a daily balanced numeracy program.

All teaching programs are aligned to whole school assessment schedules and syllabus content.

Progress towards achieving improvement measures

Process 1: **Improving student outcomes in numeracy:**
- Implement professional learning for explicit teaching of number, patterns & algebra concepts.
- Lessons are systematically planned as part of coherent K–6 programs.

Evaluation	Funds Expended (Resources)
Teacher implementation of strategies to teach the number strand has improved through professional learning experiences and 'Number Talk' is implemented in 60% of classrooms weekly.	Professional Learning and resources for classrooms. **Funding Sources:** • ($4000.00)

Process 2: **Whole school focus on assessment and reporting:**
- A school–wide approach to the collection of data using formative and summative assessment.
- Teachers analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
In Year 3 NAPLAN for numeracy 41.82% of students were in the top 2 bands, an increase of 5.72% from 2018. In Year 5 NAPLAN for numeracy 30.95% of students were in the top 2 bands, an increase of 13.56% from 2018. Student data is collected, collated and analysed to inform student progress reports and teaching programs. Progressive Achievement Tests (PAT) in mathematics for Years 1 to 6, PLAN2 for Kindergarten and class assessments are recorded digitally to track student progress. Student semester reports were implemented using a checklist of selected knowledge and understandings taught throughout the year. This provides parents and students with an improved description of achievement as well as identifying an area of strength and a learning goal for each student.	**Funding Sources:** • ($9500.00)

Strategic Direction 3

LEADING

Purpose

In schools that excel, leadership is promoted, planned and shared. Our purpose is to promote educational leadership for staff and students to foster a school–wide culture of high expectations, community engagement and a shared sense of responsibility for student achievements. This will enhance our continuous efforts to deliver high quality service delivery.

Improvement Measures

Increased leadership opportunities for staff, expanding beyond executive team, and students with additional roles of responsibility K–6.

School is deemed to be excelling in at least 60% of the Leading Domain elements from the Schools Excellence Framework or external validation process.

Staff have improved ICT skills and access to the use of technology to achieve improved student outcomes and provide high quality service delivery.

Progress towards achieving improvement measures

Process 1:   Embedded educational leadership:
      • Promoting shared leadership at all levels of school planning, practices and reflection.
      • Aspiring leaders are mentored through the allocation of roles and responsibilities.

Evaluation	Funds Expended (Resources)
Five staff members had increased opportunities to hold leadership roles across the areas of learning, wellbeing and administration. Two staff members participated in the Leadership Development Initiative (LDI) which developed peer coaching and effective feedback strategies. The school roles and responsibilities proforma was revised to ensure opportunities for aspiring leaders. Evaluation of the School Excellence Framework in the leading domain showed 25% at excelling. A team of 4 teachers participated in the Quality Teaching Rounds (QTR) project with Newcastle University, refining teaching practices and methods of providing effective feedback to peers. In Semester 2, regular student council meetings led to a greater student voice in school programs and decision making. This model will be continued and led by the wellbeing coordinator in 2020. Playground peer support was also increased through structured games and social skills programs implemented throughout the year, overseen by the learning and support teacher.	QTR grant $10000 LDI project $14000 Professional learning funding **Funding Sources:** • ($34000.00)

Process 2:   Leading systems change:
      • Management practices and processes reflect school needs and are implemented strategically ensuring that they deliver the anticipated benefits with evaluative processes as a focus.
      • Increased use of digital platforms for all aspects of school management and education delivery.

Evaluation	Funds Expended (Resources)
The position of Wellbeing Coordinator has led to improved attendance monitoring process and decreased behaviour incidents from 1339 in 2018 to 816 in 2019. Reflection Room data shows identified students with a significant decrease in incidents. Wellbeing Coordinator role also increased parent contact and involvement in the school, including online communication. Processes for attendance monitoring are now on a timeline and attendance concerns are dealt with in a timely manner.	Principal Support Funding and staffing allocation. Tell Them From Me (TTFM) student survey Years 4 to 6. **Funding Sources:** • ($19000.00)

Progress towards achieving improvement measures	
TTFM survey results indicated students had high expectations 93%, a 2% increase from 2018 and 64% sense of belonging, a 15% decrease from 2018. This will continue to be a focus for 2020. Increased use of digital resources included student personalised learning plans in Sentral, student wellbeing including behaviour and parent contact recorded, access to STEM (Science Technology English Mathematics) kits for lessons and increased use of Google Drive for teaching programs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($52 666.00)	Support programs have been implemented including reading tutors and Mathematics groups with Learning and Support Teacher (LaST) and School Learning Support Officers(SLSO). Weekly technology lessons incorporated software and applications to enhance digital skills using iPads, computers and robotics kits which included coding and programming. Learning experiences to enhance Aboriginal and non–Aboriginal students understanding of Aboriginal culture, particularly local area knowledge. These lessons ranged from bush tucker, local language, art and dance. Students who attended the Gumbaynggirr Language and Culture Camp had learning experiences that enhanced their identification as Aboriginal people and further developed their understanding of the local Aboriginal culture.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($38 531.00)	Guided Readers purchased resulted in a improved access to levelled readers and increased home readers allocated for Years K to 4. Early Stage 1 Assistant Principal role has led to an improved management of the transition to school process and effective leadership of staff teaching Kindergarten. It has also resulted in the executive team being broadened and roles distributed evenly.
Quality Teaching, Successful Students (QTSS)	Executive Release, Wellbeing Coordinator 0.8, Flexible team planning and lesson observation time. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($65 417.00)	The QTSS funding provided for additional release for Assistant Principals on a weekly basis for administrative duties, semester school evaluation and planning sessions. It also provided release for teachers to participate in lesson observation and feedback on teaching practice, development and monitoring of teacher Professional Development Plans and co–planning time with stage teams or school services personnel.
Socio–economic background	Additional support staff, Speech therapist, resources and financial assistance. **Funding Sources:** • Socio–economic background ($135 264.00)	Four additional SLSOs were employed part time to assist in classrooms during English lessons and Mathematics groups. This resulted in all classrooms having extra support to assist students with personalised learning plans and to conduct small group intervention programs. Stage 3 focused on number tutoring with a focus on times table recall with 58% of students demonstrating expected growth and 40% demonstrating above expected growth. Fourteen students participated in the speech therapy program and two SLSOs were up–skilled to conduct follow–up sessions on identified skill. Twelve students showed improvement and two students from this program were referred to external practices

| Socio–economic background | Additional support staff, Speech therapist, resources and financial assistance.

Funding Sources:
 • Socio–economic background ($135 264.00) | for further intervention.

Resources purchased included library books, student chairs, sporting equipment, audio visual equipment for the hall, teaching equipment, etc.

Approximately 9% of our 231 families sought financial assistance for excursions, equipment and uniforms which assisted in student engagement and attendance. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	174	180	187	177
Girls	170	172	169	169

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.2	92.5	94.2
1	93.1	95.2	92.5	91.8
2	94.9	94.5	92.6	93.2
3	93.9	94.4	92.2	93.2
4	92.3	93.9	92.3	91.5
5	94.8	90.9	90.6	91.5
6	93.6	93.2	89.4	91.6
All Years	93.8	93.8	91.7	92.5
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)	4
Classroom Teacher(s)	13.89
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.02

*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	218,205
Revenue	3,940,693
Appropriation	3,812,347
Sale of Goods and Services	23,248
Grants and contributions	103,658
Investment income	1,440
Expenses	-3,896,314
Employee related	-3,535,488
Operating expenses	-360,826
Surplus / deficit for the year	44,378

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	281,266
Equity Total	322,505
Equity - Aboriginal	52,666
Equity - Socio-economic	135,264
Equity - Language	0
Equity - Disability	134,576
Base Total	2,476,239
Base - Per Capita	84,540
Base - Location	5,619
Base - Other	2,386,080
Other Total	466,220
Grand Total	3,546,230

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

Tell Them From Me survey results

Parent survey was completed by 34 respondents in 2019. Our school mean was above the NSW Government norm for primary schools in some areas including:

I feel welcome when I visit the school.

I can easily speak with my child's teachers.

Teachers listen to concerns I have.

Written information from the school is in clear, plain language.

The school's administrative staff are helpful when I have a question or problem.

Reports on my child's progress are written in terms I understand.

If there were concerns with my child's behaviour at school, the teachers would inform me immediately.

My child is encouraged to do his or her best work.

My child is clear about the rules for school behaviour.

My child feels safe going to and from school.

Student survey was completed by 121 students from Years 4 to 6 in 2019. Our school mean was above the NSW Government school norm for primary schools in some areas including:

Students with positive behaviour

Student participation in school sports

Students with positive relationships

Future areas of focus will include improving interest and motivation in learning and developing a positive sense of belonging for students.

Staff self–reflection survey

100% teachers agreed that Science and Technology taught by release from face to face teachers had been proactive change to class teaching load.

100% of staff stated they undertake professional learning regularly with an aim to continuously improve teaching and learning.

65% of teachers stated they expertly integrate technology into daily lessons.

Sandy Beach Public School 4557 (2019)

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.