Sunshine Bay Public School

2019 Annual Report

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Introduction

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

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School background

School vision statement

Sunshine Bay Public School is committed to inspiring and supporting students in reaching their full potential in a caring and dynamic learning environment which promotes excellence.

School context

Sunshine Bay Public School is a P3 school with a student population of 300. It draws students from the southern suburbs of Batemans Bay with 13 classes (including one Multi Categorical class). SBPS has a staffing number of 35 including executives, classroom teachers, support teachers, office administration a general assistant, and SLSO's. The teaching staff mix is one from very experienced through to those in their early years. The professional requirements for teaching in NSW public schools are met by all teaching staff. Quality educational programs provide for enrichment, encouraging success in academic endeavour, sport and the arts. The student population is largely from an English speaking background with 7% EALD students and 13% Aboriginal students. SBPS has a history of high mobility amongst the students. The school has an active P&C, excellent facilities and a dedicated staff who focus on quality programs in literacy, numeracy, technology and student welfare. Sunshine Bay Public School is a keen and constructive participant in, and strong supporter of, the Batemans Bay Learning Community. This learning community includes Batemans Bay High School, Batemans Bay Public School and Broulee Public School. A commitment to ongoing school improvement in pedagogy, school management and professional learning acts as an umbrella for teaching and learning and the achievement of school priorities for student achievement. It provides a vehicle to build teachers' capacities to teach explicitly and students' capacities to be engaged as effective learners. The school is supported by the Resource Allocation Model (RAM) equity loading: Socio–economic and Aboriginal background.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To provide staff and students with the opportunities to be continuous learners through evidenced based curriculum programs implemented K–6 and effective professional learning strategies resulting in increased understanding of best practice and the ability to deliver flexible needs–based learning programs that meet the diverse needs of our students and ultimately, higher levels of student achievement.

Improvement Measures

• Increase the proportion of students achieving proficiency in line with the Learning Progressions and EAfS data.
• Students will achieve their year appropriate expected growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1:   Quality learning environment

Build on a quality learning environment which supports risk taking in learning, promotes student and parent engagement as well as acknowledging effort and achievement.

Evaluation	Funds Expended (Resources)
1. Synthetic Phonics Review – R.R. Levels/Multi Lit Levels/ Spelling Levels, P.A levels and PLAN2 Review Consistent school wide implementation of Synthetic Phonics program sees continued growth in reading development. Focus on spelling incorporating a whole school approach has seen small gains within the structured approach. Phonological awareness tracking is an integral component of early reading behaviours. PLAN 2 has provided valuable information, particularly in K–2 areas.	

Process 2:   Curriculum and Learning

Using rigorous identification and monitoring processes students are engaged in differentiated and authentic learning experiences that cater for individual student needs.

Evaluation	Funds Expended (Resources)
Evaluation of data walls, progressions and assessment results. Data wall (particularly in reading) have provided an easy record of targeting of at risk students. Originally K–2 it has been expanded to encompass at risk students in 3–6. Targeted students are able to access intervention when needed. The use of PLAN 2 has seen a natural movement towards tracking Quantifying Number K–6.	

Process 3:   Assessment

Develop a cycle of continuous improvement through the ongoing review of and implementation of curriculum, based on the systematic use of student data that informs teaching and learning to promote students growth.

Evaluation	Funds Expended (Resources)
Re–evaluation of Maths assessment – Sena, Synthetic Phonics review, improved results of 2017 NAPLAN data (Yr 3– Yr5)	1. All staff

Progress towards achieving improvement measures

Sena assessments continue to be used for generic Maths tracking and these are being combined with syllabus and PLAN 2 expectations. More work in this area is required.

Synthetic Phonics program is in the process of being evaluated through CESE's Logic Model.

PLAN 2 registration is beginning to be embedded cyclically to monitor growth.

Strategic Direction 2

Home School Community

Purpose

A whole school community approach to meeting the needs of our students is underpinned by strategic partnerships with parents, carers, families, community groups, external agencies and the wider community to strengthen partnerships between the school and key community stakeholders.

Improvement Measures

• An overall improvement in school representation in the wider community.
• Increase participation from the community in all events.
• Monitor students success in transitioning

Progress towards achieving improvement measures

Process 1: **Engagement and Creativity:**

Students will be provided with opportunities to develop their interests through participation in programs on a regular basis utilising community and school member skills and talents.

Evaluation	Funds Expended (Resources)
What did we do? Our Lion King production was an amazing school event that involved school and wider community from props, costumes, music etc. Whole school collaboration. We also had sport groups (S3) supporting younger kids at lunchtimes, gardening clubs, support room for games and drawing clubs. Where to next? Continue to focus on student engagement and well being through creative outlets through both in school curriculum and extra curricula activities. As a result students felt strong sense of self and well being and applied learning to different aspect of school life.	

Process 2: **Enhanced Communication Channels:**

Provide parents and students with opportunities through clearer communication to participate and attend a wider selection of activities to support school and community involvement.

Evaluation	Funds Expended (Resources)
What did we do? Facebook continues to be a wonderful platform for sharing school and community events as well as sharing successes and achievements of your students and teachers. Whole school assemblies each term, regular Yarn Ups, electronic sign, newsletters, class communication systems such as Class Dojo keep the parents informed and connected. Our Colour Run was an annual event that was well received by all. Where to next? Continue to keep parents connected and foster the feeling of openness where ever we can. As a result parents, students and community feel welcomed and appreciated at our school.	

Process 3: **School and Community Partnerships**

Reinvigorate and extend collaborative programs and continue to monitor inter school connections.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
.What did we do? Programs such as Berry Street Education Model (BSEM) and Curiosity and Powerful Learning (CPL) continue to link our students, teachers and local schools through out professional learning and the resulting activities. Our environmental and sustainability programs won us the 'Learning for Life' award 2019 from the Eurobodalla Shire Council. Having our dedicated Aboriginal SLSO has developed strong connections and links with schools through regular contact, high school visits and kindergarten visits. The BBHS careers adviser Mrs Bradshaw has worked with staff on the rural careers initiatives. Our 3 B's playgrounp continues to be a huge support and means of valuable connection between parents, community members and our school. Breakfast club continued through community volunteers throughout 2019. Where to next? Mrs Bradshaw will continue to with with SLSO's, staff and students to create connections with students, community and plans for future careers. Environment initiatives continue to change and adapt as our needs change and programs such as Waste Warriors will continue. BSEM and CPL remain driving all professional development across the school to solidify school and community partnerships. As a result environmental programs have continued to develop strong links between our school and local organisations through beach clean ups, local area excursions, council, waste warrior/composting etc. Our Professional development initiatives connect us as a school team and the roles that playgroup and Amber play keep our community connected. Breakfast Club allows for parent and community connections and kids enjoy the chance to be a part of it. ** Due to fires our Yearly camps, and choir performances were cancelled.	

Strategic Direction 3

Wellbeing

Purpose

Consistent implementation and revision of policy and procedures as well a a continued effort to strengthen the social and emotional wellbeing of the school community by providing a safe and respectful learning environment which meets the needs of our school community.

Improvement Measures

• Improved behaviour records through analysis of Sentral data.
• Increase of student attendance with clear communication between school and home.
• Enhanced students Social and Emotional wellbeing through reaching goal outcomes in SEL lessons as well as analysis of Sentral wellbeing data.

Progress towards achieving improvement measures

Process 1:   Staff

Create a safe and caring environment with the school and the wider community through the Wellbeing Framework and school policies to ensure all stakeholders have a shared approach to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
During 2019 SBPS devoted resources to ensuring wellbeing practices were reviewed suited the needs of students staff and the community. The major investment being an Assistant Principal (Wellbeing) off class to work on reviewing the SBPS school wellbeing policy. This policy received amendments to better serve the needs of the school, including changes to behaviour management processes and procedures. Our learning support mechanisms have also been reviewed, incorporating great analysis of data, ensuring students get support they require. This has led to a more comprehensive referral system for students who require additional support. The next steps will be analysing data as part of the Tell Them From Me survey to further understand the needs of students, parents and staff.	Assistant Principal (Wellbeing) off class to develop and lead processes SLSO, nominated by Aboriginal Education Team, to support indigenous students PL for targeted staff in BSEM.

Process 2:   Students

Develop resilience, responsibility and emotional intelligence by engaging in discussions, targeted lessons based on a review of data and great leadership from staff and students.

Evaluation	Funds Expended (Resources)
During 2019 SBPS devoted resources to ensuring wellbeing practices were reviewed suited the needs of students staff and the community. The major investment being an Assistant Principal (Wellbeing) off class to work with staff and students on the implementation of the Berry Street Education Model (BESM). This process also involved Professional Learning for targeted staff to implement the model across all classes and stages. Lessons on student wellbeing, resilience and emotional awareness and intelligence have been created and delivered in all classes K–6 resulting in improved behaviour by students. The next steps in our implementation of the BSEM will be to expand our number of trained staff and to implement BSEM in our transition programs, between year groups, primary to high school and our Kindergarten transition.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of ASLSO **Funding Sources:** • Aboriginal background loading ($55 000.00)	Highly successful, Amber has engaged with the community, sought resources both physical and human. We now regularly engage with local Aboriginal agencies
English language proficiency	Staffing **Funding Sources:** • English language proficiency ($6 000.00)	Excellent results – students engaged with community and community engaged with school. Most successful is use of playgroup to begin transition of students before entering school.
Low level adjustment for disability	Employment of 1 LAST and extra LAST 2 days per week to support classroom and students needs. These will also be used to support playground behaviours and students with high levels of need. **Funding Sources:** • Low level adjustment for disability ($165 535.00)	Survey to staff to evaluate results. Research on current trends to implement best use of resource and what works most efficiently. Graphed results of students supported show that results were varied. Continue close evaluation of results support. New guidelines used in 2020.
Quality Teaching, Successful Students (QTSS)	AP off class 1 day week **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($16 000.00)	Valuable use of resources – staff released to work with AP and Instructional Leader to work on quality programs.
Socio–economic background	$282158	Excellent use of resources. Evaluated results in regards to growth and learning. Staff input ensures we are getting what we need. Evaluation and redirection to ensure SLSO's are at best level of productivity.
Support for beginning teachers	Time given to mentor and beginning teacher. Time given for feedback for all involved. Regular meetings to discuss and work together **Funding Sources:** • Support for beginning teachers ($28 000.00)	This needs to be locked in more regularly, staff preferred to take time when needed but this became a rush at the end when money was still available – not as much mentoring as needed as times were not set. 2020 – times set as of day 1.
Targeted student support for refugees and new arrivals	Employment of EALD teacher **Funding Sources:** • Targeted student support for refugees and new arrivals ($5 000.00)	Exceptional results – EALD teacher supports students in many ways. Great contact with families. Students development of English language can be seen by results

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	152	146	144	152
Girls	175	167	165	152

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	90.3	92.4	92.8	92.7
1	92.6	92.4	91.3	91.2
2	91.6	93.6	93.2	88.9
3	90.8	93.2	93.6	89.9
4	91.6	92.6	91.1	91.8
5	90.2	93.2	92.2	89.9
6	93.2	92.3	92.5	91.1
All Years	91.4	92.8	92.3	90.7
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)	12.01
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1.1
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	478,744
Revenue	3,361,679
Appropriation	3,304,145
Sale of Goods and Services	50
Grants and contributions	47,721
Investment income	1,029
Other revenue	8,734
Expenses	-3,491,634
Employee related	-3,209,362
Operating expenses	-282,271
Surplus / deficit for the year	-129,955

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	177,232
Equity Total	516,378
Equity - Aboriginal	55,892
Equity - Socio-economic	282,158
Equity - Language	12,794
Equity - Disability	165,535
Base Total	2,209,853
Base - Per Capita	73,916
Base - Location	7,168
Base - Other	2,128,770
Other Total	319,910
Grand Total	3,223,373

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

Only 10% of parents returned Community Engagement Survey – well down on last years.

The most successful thing Sunshine Bay Public School engages with are:
- Community
- Pre School
- Play group
- Cultural Days
- School events
- Sport
- Learning
- Excursions
- What could we do better:
- Communication to parents from class teachers – particularly Kinder
- Consistency across grades
- Attendance – information.
- What three words describe our school
- Supportive
- Fantastic
- Outstanding Teachers
- Communicative
- fun
- Happy
- Learning
- Small
- Unique
- Safe
- Kind

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.