

# 2020 Annual Report

## Anna Bay Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Anna Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Anna Bay Public School  
191 Gan Gan Rd  
Anna Bay, 2316  
[www.annabay-p.schools.nsw.edu.au](http://www.annabay-p.schools.nsw.edu.au)  
[annabay-p.school@det.nsw.edu.au](mailto:annabay-p.school@det.nsw.edu.au)  
4982 1187

## Message from the principal

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2020 was a year of change and transition for Anna Bay Public School. At the end of Term 2, the school said farewell to their relieving principal Mr Tim Harris after he effectively led the school through the extraordinary circumstances that came with the Covid-19 pandemic. As substantive principal, I started my duties on Day 1, Term 3. In 2020, our students missed out on many opportunities to engage in enriching activities, though many efforts were made to provide alternate opportunities that met the hygienic and social distancing restrictions throughout the year.

The staff at Anna Bay Public School showed their tremendous commitment and expertise in delivering learning from home experiences in 2020 to create ongoing academic, social and emotional learning for our students.

The development of additional Learning and Support and Wellbeing programs were implemented throughout Semester 2. This included the development of the 'A Team' for attendance, NDIS procedures and additional time for our Wellbeing Officer while a new wellbeing program was delivered in every classroom across the school.

I am so impressed by the positive behaviour, manners and learning of all the students at Anna Bay Public School. We truly have such a wonderful school. I feel very fortunate to have been so welcomed into the school over the last two terms and am excited at what 2021 will bring.

Anna Swanson

## School vision

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

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

## School context

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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>

## Strategic Direction 1

Excellence in Learning

### Purpose

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

### Improvement Measures

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

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

### Progress towards achieving improvement measures

#### Process 1: Outstanding Pedagogy

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

Evaluation	Funds Expended (Resources)
Are teachers collaboratively planning? Is programming based on assessment results? Is programming meeting individual student learning needs? Can students articulate their learning goals and are they able to achieve them? *Evidence Collection: Student reports, Learning Progressions, NAPLAN Literacy and Numeracy growth, Lesson Observations, Student and teacher feedback	No cost

#### Process 2: Data Systems/ Evidence Systems

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

Evaluation	Funds Expended (Resources)
Do teacher and learning programs show evidence of adjustment for individual students? Is programming based on assessment results? Is programming meeting individual student learning needs? Can students articulate their learning goals and are they able to achieve them? *Evidence Collection: Student reports, Learning Progressions, NAPLAN Literacy and Numeracy growth, Lesson Observations, Student and teacher feedback	4 X 1/2 days per week funded from QTSS to release staff for work with executive staff, monitoring data, reviewing PDPs and release for observations of peers.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

##### Process 1: Evidence Based Pedagogy

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

Evaluation	Funds Expended (Resources)
Are all staff using the ABPS pedagogy framework? Is it being used for delivering explicit, flexible and reflective teaching and learning programs? Are teachers using lesson intention and success criteria in lesson delivery? Is feedback being used to improve teaching and learning practices? Does feedback on the framework indicate positive feedback on student achievement? Do classroom walk throughs show evidence of pedagogy framework implementation? * Evidence Completed framework, teacher observation, Learning progression Data Classroom walkthroughs, Program analysis	4 X 1/2 days per week funded from QTSS to release staff for work with executive staff, monitoring data, reviewing PDPs and release for observations of peers.  Data monitoring tools - F&P, Essential Assessment, PAT & NAPLAN

##### Process 2: Wellbeing

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

Evaluation	Funds Expended (Resources)
Are positive classroom management processes evident? Are students engaged in learning? Do teachers actually know their students and plan effectively for their needs? (Social, emotional, academic). Does feedback from students reflect feedback from staff? *Evidence Classroom walk throughs (re: class expectations, routines and procedures displayed) Data reflects high use of positive feedback to students? (Class Dojo)? Teacher observation SENTRAL Wellbeing Data	

### Strategic Direction 3

Excellence in Leading

#### Purpose

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

#### Improvement Measures

All staff and students take on authentic leadership roles.

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

#### Progress towards achieving improvement measures

##### Process 1: Leadership

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

Evaluation	Funds Expended (Resources)
Do all staff and students set aspirational goals? Have more staff and students taken on leadership roles? Are staff taking up leadership opportunities? Is there evidence of increased collaboration in planning? Are staff engaged in the school planning processes? *Evidence Roles and responsibilities Milestone evidence Accreditation data Teacher and student feedback Review of goals	Goalhub Stage/staff meetings

##### Process 2: Professional Growth

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

Evaluation	Funds Expended (Resources)
Is professional learning being used to support professional growth? Do staff give and receive feedback to review programs, activities and practices? Has professional learning improved performance? *Evidence PDP analysis, Accreditation data Professional Learning logs  Have end-year reviews been completed? Are staff meeting their goals / adjusted their goals? Are staff pro-actively seeking PL to support their goals? For teaching staff, has the PL been recorded in MyPL and or with NESAs to be accredited for their hours? Have staff shared knowledge and skills they received through PL with other staff? How many staff have now completed the Connecting to Country program? What feedback has been given by participants? How is the PL being used by participants? *Meetings minutes, handouts, NESAs hours in My PL. *Certificate for completion of course.	PDPs GATS maths documentation

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



<b>Low level adjustment for disability</b>		<p>for year 2 targeting social &amp; emotional wellbeing of students</p> <p><b>Quicksmart Program Coordination</b> - continue program across Yr 4/5 cohort</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$44 000.00)</li> </ul>	<p>Staff have become more confident in using data to identify areas of student need and how to use this data to drive further teaching and learning cycles. This area remains a focus for the new school plan, and in developing processes K-6 that drive numerous school systems.</p>
<b>Socio-economic background</b>	<p>Quicksmart program \$94, 248</p> <p>Chaplain \$24, 709</p> <p>Technology \$43,794</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$372 089.00)</li> </ul>	<p>This funding has provided the additional support required for improved academic and wellbeing outcomes. Students have benefitted from Tier 3 interventions, regular Breakfast club opportunities, additional in class support programs, access to technology and school funded support in the playground.</p>
<b>Support for beginning teachers</b>	Nil	Not required this year

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	159	176	188	191
Girls	143	153	158	177

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	93.3	92.2	92.8
1	93.6	91.3	92.3	92.4
2	93.8	93.8	92.6	93
3	92.2	93.6	92.9	89.9
4	93.3	90.8	92.1	91.8
5	92.7	91.1	90	90.7
6	94	91	89.8	90.6
All Years	93.5	92.2	91.7	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.87
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	173,626
<b>Revenue</b>	3,799,686
Appropriation	3,720,924
Sale of Goods and Services	19,230
Grants and contributions	58,835
Investment income	697
<b>Expenses</b>	-3,895,442
Employee related	-3,528,018
Operating expenses	-367,423
<b>Surplus / deficit for the year</b>	-95,756
<b>Closing Balance</b>	77,871

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	123,919
<b>Equity Total</b>	406,223
Equity - Aboriginal	32,740
Equity - Socio-economic	214,592
Equity - Language	1,395
Equity - Disability	157,497
<b>Base Total</b>	2,739,099
Base - Per Capita	84,455
Base - Location	5,923
Base - Other	2,648,720
<b>Other Total</b>	306,367
<b>Grand Total</b>	3,575,608

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

2020 was an unprecedented year where restrictions to manage Covid-19 caused great disruption to planned events and normal routines. As part of feedback to the school, notable findings included:

• In 2020 we have had an increased percentage of students from the last 3 years in the areas of positive sense of belonging, positive relationships and positive behaviour at school.

• 90% of students reported positive behaviour at school, which is 7% above state average.

\* Parent completion of TTFM data showed areas to sustain a focus on included: Parents feel welcome and Parents feel informed.

To inform the school improvement agenda, staff were surveyed and focus groups conducted. A summary of the findings includes:

Most teachers strongly agreed that:

- They provide a challenging learning environment
- Classroom management is fair, equitable and positive
- All students are known, valued and cared for.

Teachers felt that they have the capacity and willingness to collaborate but competing priorities often impact on the opportunities to do this with depth and specificity to make this meaningful.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.