

2020 Annual Report

Shoalhaven Heads Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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>

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

IM 1 - PAT and Check in data reflects a growth at or above stage expectations of all stage 2 and 3 cohorts in Literacy and Numeracy . NAPLAN was cancelled due to Covid 19.

IM 2 - 85% of students received one or more certificates of Excellence aligned to our school values.

Data reflects a rise in minor negative behaviour incidents recorded by class teachers which indicates that teachers were consistently following the behaviour processes and recording information on the online behaviour recording systems.

An overall drop in repeated major behaviour incident referrals shows the R&R process is successful in supporting students to develop positive behaviour management strategies.

IM3 - Throughout 2020 all students participated in individual teacher conferences to analyse their learning and develop personal learning goals. Due to Covid 19 lockdown this process was not followed through consistently.

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)
Due to staff turnover, lack of capacity and PL opportunities this will be part of our future directions in the next school plan as improvement was not evident.	

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

Evaluation	Funds Expended (Resources)
More PL to develop staff capacity is required to embed this in our next school plan.	

Process 3: Complete a review of student welfare procedures based on the input from the whole school community

Progress towards achieving improvement measures

Process 3: and embed strategies that develop student resilience and leadership skills.

Evaluation	Funds Expended (Resources)
Data shows evidence of consistent adherence of the school welfare policy.	

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

Evaluation	Funds Expended (Resources)
Teaching and Learning Programs show evidence of individual goal setting for students and differentiation of teaching to support students. More PL is required across the school due to staff turnover and limited PL opportunities.	

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

Evaluation	Funds Expended (Resources)
Online learning created a situation that ensured the school developed a strong communication system with parents through our school website, Facebook, Seesaw and the school alert application to ensure student learning was consistently delivered and parents were informed in real time about student engagement, successes and future learning needs. Communication with parents through online reports was successful as only 10% of families requested a printed copy to be sent home.	

Next Steps

Visible learning PL

Changeover to Compass for online communication with families.

Continue R&R processes to continue success in behaviour management across the school.

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.

Overall summary of progress

Due to staff turnover not all PDP align with our current school plan. 100% of existing staff have PDP that align with the school plan and with Teaching Standards.

Expected student growth at or above stage level is evident in stage 2 and 3. Selected K -2 staff participated in Literacy PL to develop strong teaching capacity to achieve selected growth in K-2.

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)
Assessments are embedded into T&L programs Differentiation is evident in teaching programs. Teachers collaborate to design assessments and analyse them to plan for future teaching and learning.	

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

Evaluation	Funds Expended (Resources)
The PDP process is an embedded and valued part of all teacher's teaching journey and growth to excellence. TPL supports each teacher's PDP goals and the needs of the whole staff. High staff turnover meant not all staff aligned with this PDP process.	

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)

Progress towards achieving improvement measures

The visible learning team did not monitor the system across the school as not enough PL was undertaken to build capacity. Some teachers and students understand and value the visible learning process and evidence of visible learning is evident in a number of teaching and learning programs and classrooms.

Next Steps

Embed Visible Learning PL in the next school plan to build staff capacity across the school to ensure Visible learning systems are an integral part of the teaching and learning cycle to develop strong student ownership of their learning intentions and growth.

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

90% of families interact with the suite of school communication strategies.

All students that identify as Aboriginal or Torres Strait Islander participated in the collaborative personalised learning pathway goals development processes. Not all parents participated in this process. The goals were not monitored or reflected on in any way.

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)
A range of community services were made available to the school community. 'Share our Space' initiative, School Hall rental, Community Sport student participation, OOSH care on school site, Verse Speaking/Eistedfod/Wakikirri/Music Festival participation	

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)
Student and parent surveys show positive, respectful relationships are evident and support a culture of positivity for learning..	

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)
A comprehensive communication plan was developed and shared with staff and the community.	

Next Steps

PLP's to be valued by all staff and students and more parents to be active in their creation. PLPs to be regularly reviewed and reflected on by all stakeholders to ensure goals are at student point of need and SMART.

Edit the communication plan to incorporate the Compass platform.

Key Initiatives	Resources (annual)	Impact achieved this year
Support for beginning teachers	Time - release from class for planning	One beginning teacher achieved proficiency in accreditation 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	94	94	91	96
Girls	100	97	86	81

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	94	94	91.5
1	93	93.7	93.1	90.6
2	92.7	93.9	93	91.1
3	93.5	93.5	92.9	92.4
4	93.1	87.8	92.8	88.8
5	89.5	93	94.7	92.1
6	90.5	93.3	92	89.5
All Years	92.8	92.9	93.2	91
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)	2
Classroom Teacher(s)	5.89
Literacy and Numeracy Intervention	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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	185,548
Revenue	1,941,579
Appropriation	1,840,054
Sale of Goods and Services	12,703
Grants and contributions	88,400
Investment income	421
Expenses	-2,040,289
Employee related	-1,767,477
Operating expenses	-272,812
Surplus / deficit for the year	-98,710
Closing Balance	86,838

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.

	2020 Approved SBA (\$)
Targeted Total	83,970
Equity Total	126,514
Equity - Aboriginal	11,940
Equity - Socio-economic	28,762
Equity - Language	0
Equity - Disability	85,812
Base Total	1,430,964
Base - Per Capita	42,569
Base - Location	4,294
Base - Other	1,384,100
Other Total	102,300
Grand Total	1,743,748

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 to access the school data.

2020 NAPLAN

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

TTFM survey, internal surveys, student forums and Parent/teacher meetings all provided evidence of increasing satisfaction across the school community.

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.