

2020 Annual Report

Umina Beach Public School



3995

Introduction

The Annual Report for 2020 is provided to the community of Umina 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

Umina Beach Public School

Sydney Ave

Umina Beach, 2257

www.umina-p.schools.nsw.edu.au

umina-p.school@det.nsw.edu.au

4341 1630

School vision

Umina Beach Public School is committed to developing every child to be the best they can be academically, socially, emotionally and ethically through active participation in their learning. Students will leave the school with strong foundations for life long learning and respectful, responsible citizenship in an ever changing society.

School context

Umina Beach Public School is a large, comprehensive K-6 public school with a current population of 730 students. The 29 mainstream classes were organised in mixed ability groups. Aboriginal and Torres Strait Islander students made up 6.5% of the school population. Our students come from a range of socio-economic backgrounds and parents are supportive of the school and its endeavours. The student population is diverse with approximately 35 nationalities represented within the school. Students are supported by classroom teachers, four Assistant Principals, two Deputy Principals, a Principal, office staff and School Learning Support Officers (SLSO). The school receives socio-economic and Aboriginal funding through the School Based Allocation Report (SBAR). In partnership with School Council, funds are monitored and distributed to programs across the school. The experienced staff are committed and support a range of extra curricula activities including comedy club, bands, choirs, dance groups, a school parliament, recorder group and numerous sporting team representation at zone and regional levels. The Learning Support Team has been recognised as a model of best practice and capably supports the needs of our students through regular weekly meetings, referrals to other agencies and provision of School Learning Support Officers to ensure participation of all students in all curriculum activities. The school is a participant in the Positive Behaviour for Learning (PBL) program, with a focus on social and emotional wellbeing. The school has an effective School Council and a hardworking P & C who donate in excess of \$25,000 to the school each year. The school is an active member of the Brisbane Water Learning Community and the Koorana AECG and values the consultative partnerships that exist.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence

Purpose

To promote lifelong learning for all underpinned by a deep understanding of teaching and learning through a collaborative, critical and creative lens.

Improvement Measures

Value added student data K-6 continues to show growth for all students.

Increase the percentage of students in Years 3,5,and 7 in the proficient bands in reading and numeracy by 10%, from the 2015-2017 baseline in line with the Premier's priority

Year 3 Reading 43%, Numeracy 37%

Year 5 Reading 37%, Numeracy 28%

Year 7 Reading 31%, Numeracy 26%

Increase the percentage of Aboriginal students in Years 3,5,and 7 in the proficient bands in reading and numeracy by 35%, from the 2015-2017 baseline in line with the state priority.

Year 3 Reading 20%, Numeracy 7%

Year 5 Reading 23%, Numeracy 17%

Year 7 Reading 9%, Numeracy 3%

Progress towards achieving improvement measures

Process 1: Curriculum Implementation

Professional learning centered around effective pedagogical practices, knowledge of curriculum, intent/purpose/ rationale of syllabi and high expectations in literacy and numeracy across KLAs.

Evaluation	Funds Expended (Resources)
Teachers engaged in quality collaborative practice in developing a comprehensive S&S document for Math curriculum delivery and embedded formative assessment strategies. Ongoing peer review and feedback is valued and respected as a critical aspect of the curriculum planning and programming process.	QTSS \$138 152

Process 2: Assessment/ Data/ Feedback

Assessment, research and data analysis informs teacher programming and lesson delivery.

Evaluation	Funds Expended (Resources)
There was a sustained focus on Mathematics in 2020. Teachers worked collaboratively to create units of work for each sub strand of the Mathematics syllabus. Within these units formative assessment was embedded as a key component of the unit of work. Early Stage 1 began trialing formative assesst checklists in the number strand to support the ongoing assessment of student learning. Year 4 teachers engaged in Mathematic teaching sprints designed for incremental teaching practice improvement to become embedded.	\$120 000- Sports in Schools to release teachers \$ 138 152 QTSS to resource a teacher at an FTE 1.0 to lead and mentor staff.

Process 3: Teacher Quality

Implement principles of evaluative thinking and continuous monitoring of teaching practice.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to the impacts of the global pandemic our focus shifted to improving the delivery of lessons through online learning platforms. Teachers developed their understanding of programs such as Microsoft Teams, Zoom, Google Classroom and Class Dojo. Staff were able to reflect and improve on the modes used to deliver lessons. Teachers developed a deep understanding of how to incorporate digital platforms into their lessons and this has continued since returning to school. Teachers were also able to access more online professional development, allowing for staff to competently register their teacher identified hours and evaluate their professional development against the teaching standards.	Professional Learning \$44 369 Google Classrooms Online PD Microsoft Teams Zoom

Next Steps

Process 1: Collaborative peer reviews continue to underpin improvement of practice.

Process 2: In 2021 a focus will be the refinement of the new Mathematics units and for teachers to share new pedagogical practices learnt through teaching sprints.

Process 3: Continue to use online professional development to gain access to a wider range of available training.

Strategic Direction 2

Equity

Purpose

To provide equal opportunities for staff and students to succeed in becoming active participants in their individual learning and development. The school community acknowledges diversity, individuality and cultural contributions of all stakeholders.

'Fairness does not mean everyone gets the same. Fairness means everyone gets what they need' - Rick Riordan

Improvement Measures

Increase 'Inclusive School' aspects of Tell Them From Me (TTFM) survey to match state average in areas of:

Increase in teachers using IEPs for students with special needs from the 7.9 - 2017 baseline.

Assisting low performing students plan for their learning (6.8 - 2017 baseline data)

Increase Aboriginal students reflection "I feel good about my culture" aspect from 46% strongly agree (TTFM 2017) to over 50%.

Increase 'Teachers understand culture' aspect of TTFM survey from 37% strongly agree (TTFM 2017) to over 50%.

Progress towards achieving improvement measures

Process 1: Differentiation and Individualised learning

Implementation and review of individualised learning plans is reflected in differentiated programs that cater for students social, emotional, academic and cultural development.

Evaluation	Funds Expended (Resources)
At the commencement of the year the school developed Individual Education Plans for identified students. Intervention groups to support these students also commenced. Due to COVID-19 restrictions most of these groups ceased for a large portion of the year. Once restrictions eased groups recommenced, as well as adding additional intervention support for Years 3 and 4.	Rapid reading Teacher \$52 480 EALD teacher \$ 30 051 Speech Program \$35 000
While these programs have led to some student improvement, the large portion of time missed has led to lower student results than expected.	MAClit program purchase/training. \$ 3600 SLSO time to support \$2200

Process 2: Diversity

Multiculturalism and Aboriginal culture is reflected in programs and opportunities for students.

Active participation by wider community in events that celebrate difference/ diversity.

Evaluation	Funds Expended (Resources)
Greater awareness and acknowledgement of cultural contributions of staff and students to Aboriginal Education is celebrated. Student engagement in culturally respectful learning activities on Aboriginal Australia through a series of quality rich learning tasks focused on various aspects of Aboriginal and Torres Strait Islander history and culture.	Aboriginal Education \$57 167

Next Steps

Process 1: In 2021 we will be implementing targeted interventions using the designated COVID intervention teachers.

Strategic Direction 3

Engagement

Purpose

To enhance strong partnerships in the school community and strengthen a culture of lifelong learning and engagement within the educational landscape of Future Focused Learning.

Improvement Measures

Increased confidence and readiness through school transition process from 2018 baseline data.

Improved positive student teacher relationships across Years 4-6 from a mean of 7.9 (TTFM baseline data 2017) to meet state average figures.

Improvement in students who are interested and motivated in their learning data in TTFM with a focus on Years 4-6. Baseline TTFM 2017 data:

Year 6 school mean was 55% and state average was 76%.

Year 5 school mean was 53% and state average was 78%

Year 4 school mean was 68% and state average was 80%.

Progress towards achieving improvement measures

Process 1: Future Focused Learning

Embed future focused learning practices including research and evidence based theory, quality teaching, creative and critical thinking skills through a modern pedagogical approach.

Evaluation	Funds Expended (Resources)
<p>Due to COVID restrictions the focus of the school shifted to online learning platforms. Teachers skillfully and successfully delivered lessons using digital resources such as Google Classrooms and Class Dojo. The use of technology was maintained upon return to school with Year 3 also accessing the Bring Your Own Device program (BYOD).</p> <p>Staff engaged in professional development using the What Works Best document (CESE,2020) as a guide to engage in pedagogical discussions with colleagues. Using What Works Best as the underlying framework for improved practice has led to the development of a STEM project for 2021 and beyond -incorporating staff and student skills in technology and What Works Best pedagogical practice.</p>	STEM room resources \$40 000

Process 2: Relationships

Engage students, parents and the wider school community in school events/activities to promote learning and forge stronger home-school partnerships.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 many of the schools events had to be cancelled. In Term 4 the P&C held a socially distanced Colour Run, and some parents were able to attend Presentation Day Ceremonies. Restrictions meant that parents were unable to assist in classrooms and excursions were cancelled.</p> <p>During COVID-19 lockdown, teachers made regular contact with families via phone or digital platforms. Communication continued with parents through the purchase of a new school sign.</p>	\$3000

Process 3: Transition

Review and embed effective transition programs designed and implemented to support student movement across school settings.

Evaluation	Funds Expended (Resources)
<p>Due to COVID restrictions a new approach to both Kindergarten and high school transition was undertaken-which has shown benefits and some of these practices will continue.</p> <p>Kindergarten:</p> <ul style="list-style-type: none">• Each family had a one on one interview with the Early Stage 1 Assistant Principals allowing valuable information to be gathered about the students.• An introductory video was made to give parents an overview of the school• Transition days were run in sessions, which allowed for smaller groups of students and clear observations to be made. This has greatly assisted with class placement for 2021. <p>High School:</p> <ul style="list-style-type: none">• The high school transition coordinator met with the Year 6 teachers.• The transition coordinator also completed frequent visits to the primary school.• Mock high school days were held at Umina Beach Public School to help the Year 6 students understand how a high school day would be structured.• The students also completed transition days at the high school.	<p>\$3300</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Background Funding \$57167</p> <p>Funded local deadly awards</p> <p>AERT teacher employed</p> <p>NAIDOC celebrations</p>	<p>Cultural Continuum -Stopped due to COVID-19</p> <p>Deadly Awards</p> <p>AERT teacher worked to ensure that provisions were provided for families during lockdown, and then assisted with the transition back to school.</p>
English language proficiency	<p>English language proficiency \$ 30 051</p> <p>EALD teacher employed 2 half days a week</p>	<p>EALD teacher employed to support students in their language development.</p>
Low level adjustment for disability	<p>Low level adjustment for disability \$88531</p> <p>To support students with small group interventions and in class support</p>	<p>SLSO support for students in the classrooms and to provide small group interventions for students.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS \$138 152</p>	<p>QTSS teacher employed to run targeted inventions for the improvement of the teaching of the Mathematics syllabus.</p>
Socio-economic background	<p>Socio Economic Background Funding \$201563</p> <p>Sports in Schools</p> <p>Maclit program</p> <p>Speech Program</p> <p>Literacy support</p> <p>Kindergarten Support</p>	<p>Kinder support for 2 hours each morning for 2020.</p> <p>Stage 1 support in classrooms for Term 1 2020.</p> <p>Multi-lit program implementation and running</p> <p>Sports in Schools program</p>
Support for beginning teachers	<p>Beginning Teacher \$ 4 375</p>	<p>Beginning teacher workshops</p> <p>Support to complete accreditation</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	398	395	416	390
Girls	391	373	356	340

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	94.3	93.3	90.9
1	93.5	94.1	92.8	90.4
2	93.1	92.1	92	90.5
3	93.6	91.5	92.1	89.8
4	93.4	91.9	90.7	86.8
5	91.5	90.9	91.1	85.4
6	91.8	91.4	90	89.1
All Years	93	92.3	91.7	89
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.77
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.47

*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	1,075,416
Revenue	6,775,153
Appropriation	6,510,307
Sale of Goods and Services	107,362
Grants and contributions	153,888
Investment income	2,475
Other revenue	1,121
Expenses	-7,120,437
Employee related	-6,125,814
Operating expenses	-994,624
Surplus / deficit for the year	-345,284
Closing Balance	730,132

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	207,777
Equity Total	508,573
Equity - Aboriginal	57,167
Equity - Socio-economic	201,563
Equity - Language	30,051
Equity - Disability	219,792
Base Total	5,027,754
Base - Per Capita	185,669
Base - Location	0
Base - Other	4,842,085
Other Total	592,164
Grand Total	6,336,267

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

Students

In 2020, 64% of students reported a Sense of Belonging using the Tell Them From Me survey. This was a decrease from the 2019 data of 72% of 8%. Key facts extracted from the Tell Them From Me survey:

- All students Years 4 to 6 completed the survey in 2020.
- In 2020 Year 6 students reported positive relationships at school scoring 2% above state average.
- 2020 66% of students indicated that they agree or strongly agree that they feel proud of their school
- Student results in Advocacy at School and Positive Teacher relationships scored below state average and should be an area of focus.

Teachers

Most teachers (>90%) strongly agreed that they:

- clearly communicate expectations of learning
- provide students with opportunities for student voice
- create and share resources with colleagues

Parents

77 Parents completed the Tell Them From Me Survey in 2020.

- Parents felt that the school is a welcoming place and parents are well informed about school activities..
- Parents felt that students are encouraged to do their best, and parents felt informed about their child's academic progress.

Areas for development;

- Improved communication to parents regarding students social and emotional development
- Improved communication to parents regarding opportunities concerning their child's future.

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.