

2020 Annual Report

Sandy Beach Public School



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Introduction

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

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

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School vision

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

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

Strategic Direction 1

LEARNING

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Whole school focus on assessment and reporting:

- Use assessment flexibly and responsively as an integral part of the daily classroom instruction.
- Implement whole school tracking and reporting processes for English strands.

Evaluation	Funds Expended (Resources)
As a result of restrictions due to coronavirus, NAPLAN assessments were not completed in 2020. School data analysis demonstrated that students knowledge of text purposes had increased. The school assessment schedule was revised with a whole school writing task completed each semester. This allowed tasks to be assessed and analysed as well as ensuring consistency of teacher judgement across grades.	Teacher release to develop engaging English units of work linked to assessment tasks. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$7000.00)

Process 2: Improving student outcomes in literacy:

- Implement high quality professional learning in literacy, focusing on writing, grammar & punctuation and spelling.
- Engage students in opportunities to develop skills, knowledge and growth mindset in targeted aspects of literacy.

Evaluation	Funds Expended (Resources)
Analysis of student work samples using the Literacy Learning Progressions indicated growth for grammar in writing with punctuation remaining an area of further development. Resources were purchased to support English units including quality texts for students. Teachers participated in professional learning with colleagues including opportunities for peer observation in writing lessons. As a result teachers have an increased knowledge of effective strategies to teach writing. Staffing allocation for literacy and numeracy intervention was increased to fill the position 4 days per week. This teacher worked with Kindergarten and year 1 students as well as extension for Year 6 STEM.	Teacher release for lesson observation and purchase resources to assist in lesson planning and delivery. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00)• Socio-economic background (\$12470.00)

TEACHING

Purpose

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

Improvement Measures

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

100% teachers implement a daily balanced numeracy program.

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

Progress towards achieving improvement measures

Process 1: Improving student outcomes in numeracy:

- Implement professional learning for explicit teaching of number, patterns & algebra concepts.
- Lessons are systematically planned as part of coherent K-6 programs.

Evaluation	Funds Expended (Resources)
<p>All grades have updated Mathematics scope and sequence to align with the syllabus. Staff participated in professional learning utilising external provider and teacher expertise. Areas covered included quality numeracy sessions, using hands-on materials to teach concepts and understanding the 'Big Ideas' in Mathematics to ensure student progression.</p> <p>Classroom resources were purchased to provide adequate access for all students and the language of Mathematics became a focus for teachers to embed in their daily lessons. As a result, all teachers have improved knowledge of the requirements of a daily balanced numeracy program.</p>	<p>Teacher release for professional learning and develop programs. Purchase classroom resources for Mathematics lessons.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$9800.00)

Process 2: Whole school focus on assessment and reporting:

- A school-wide approach to the collection of data using formative and summative assessment.
- Teachers analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>As a result of restrictions due to coronavirus, NAPLAN assessments were not completed in 2020. Years 3 and 5 participated in Check-in Assessment which was an alternate online test. In Year 5 numeracy, students scored 0.6% above SSSG (Statistically Similar School Group) and 3.2% less than state. In Year 3 numeracy, students scored 0.4% above SSSG and 3.4% less than state. The strongest strand for both grades was statistics and probability. The weakest strand for both grades was measurement and geometry.</p> <p>The school assessment schedule was revised to include the online program 'Essential Assessment' to provide additional student assessment data as well as improve the capacity to differentiate tasks for learning goals. There is also an increased use of digital forms to record student assessment data by most staff with a future goal to continue to improve this practice.</p>	<p>Purchase digital resources for teaching, assessing and recording Mathematics.</p> <p>Release for teachers to set up online programs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$3500.00) • Socio-economic background (\$5000.00)

Strategic Direction 3

LEADING

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: Embedded educational leadership:

- Promoting shared leadership at all levels of school planning, practices and reflection.
- Aspiring leaders are mentored through the allocation of roles and responsibilities.

Evaluation	Funds Expended (Resources)
<p>In a staff survey 68% stated they had held role of responsibility including relieving executive, leading professional learning teams, managing library administration and coordination of special events during the year. In addition 87% teaching staff agreed Sandy Beach Public was a school of quality learning and pedagogy.</p> <p>In the School Excellence Framework, the school is deemed to be excelling 50% of leading elements. This was below target of 75% but showed growth from 0% at the commencement of this school plan.</p> <p>There has been an emphasis on increasing student leadership which has now expanded into representatives from across all classes attending student council meetings. In the staff survey 91% stated that increased student leadership roles are valuable. This was led by the school Wellbeing Coordinator.</p>	<p>Additional executive role and Wellbeing Coordinator school developed position</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$63000.00)

Process 2: Leading systems change:

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

Evaluation	Funds Expended (Resources)
<p>Increased use of technology for a range of administrative and teaching purposes has been a focus in the school plan. In 2020 funding was allocated to continue to upgrade class ICT resources. In a teacher survey 73% agreed there is adequate access to technology for student use. Further resourcing will be a focus in 2021. All classes have continued to have Science and Technology lessons with specialist teachers each week. This ensures skills are taught sequentially in this subject area.</p> <p>During remote learning staff increased their use of online teaching platforms to deliver lessons. The school also developed a web-based platform with learning resources for parents to access.</p>	<p>Purchase of 7 interactive touch screens, charging trolleys and 30 laptops.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$77805.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional 0.1 for LaST to create a full time position.</p> <p>School Learning Support Officers increased hours.</p> <p>Partial payment of Wellbeing Coordinator position.</p> <p>Teaching resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$43 861.00) 	<p>The Learning and Support Teacher (LaST) works with Aboriginal students across the school and assists in the coordination of School Learning Support Officers who work with students on literacy and numeracy intervention programs. In addition, a range of wellbeing programs led by the Wellbeing Coordinator has resulted in a decrease of ATSI students represented in behaviour incidents in 2020 with 1.4% of total incidents recorded. Other social skills programs implemented across the school including Zones of Regulation and Seasons for Growth.</p> <p>Aboriginal teacher on staff has incorporated Gumbaynggirr language into lesson content and represented the school at AECG meetings.</p>
Low level adjustment for disability	<p>Employment of additional School Learning Support Officer and purchase reading resources.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$39 921.00) 	<p>Employed School Learning Support Officers to ensure all classes have additional time to implement programs for identified students. These programs assist with achieving students' personalised learning plans and are guided by each teacher. Purchased decodable readers for Stage 2 to support students who require further practice in phonic skills including how to decode and sound out unfamiliar words. In addition online programs were purchased to enhance students' literacy skills. As a result learning goals have been achieved by students and areas for further improvement have been identified.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional release for teachers to attend team planning sessions and Assistant Principals executive release.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$67 271.00) 	<p>QTSS funding provided additional weekly release for Assistant Principals for administrative duties as well as monitoring and evaluation of teaching programs. Days were allocated to staff for development of curriculum resources with an aim of completing a cohesive K-6 program in all subject areas.</p>
Socio-economic background	<p>Employ additional teaching and non-teaching staff</p> <p>Purchase technology and Mathematics equipment.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$131 423.00) 	<p>Deployment of teaching and non-teaching staff in roles across the school this includes extra time for Literacy and Numeracy Intervention teacher, school administration staff for library organisation, additional executive teacher for Early Stage 1 coordination and School Learning Support Officers to implement reading, speech and numeracy programs.</p> <p>Purchased additional technology to provide improved access to ICT. Equipment for mathematics lessons was purchased which increased implementation of hands-on strategies for number strand tasks. This resulted in an expanded range of strategies being used to assist student learning for concepts such as place value, ordering numbers and using operations relevant to</p>

<p>Socio-economic background</p>	<p>Employ additional teaching and non-teaching staff</p> <p>Purchase technology and Mathematics equipment.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$131 423.00) 	<p>stages of learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	180	187	177	185
Girls	172	169	169	171

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	92.5	94.2	91.4
1	95.2	92.5	91.8	93.9
2	94.5	92.6	93.2	91
3	94.4	92.2	93.2	92.3
4	93.9	92.3	91.5	92.7
5	90.9	90.6	91.5	92.5
6	93.2	89.4	91.6	92.7
All Years	93.8	91.7	92.5	92.4
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)	4
Classroom Teacher(s)	13.89
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	262,583
Revenue	3,804,985
Appropriation	3,744,039
Sale of Goods and Services	27,122
Grants and contributions	33,253
Investment income	570
Expenses	-3,786,757
Employee related	-3,485,506
Operating expenses	-301,250
Surplus / deficit for the year	18,228
Closing Balance	280,812

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	145,297
Equity Total	313,650
Equity - Aboriginal	43,861
Equity - Socio-economic	131,423
Equity - Language	0
Equity - Disability	138,367
Base Total	2,732,747
Base - Per Capita	84,249
Base - Location	5,663
Base - Other	2,642,835
Other Total	450,539
Grand Total	3,642,233

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

Student satisfaction - Tell Them From Me Survey (TTFM)

These results are based on data from 129 students in Years 4, 5 and 6 in this school who completed the survey between 24 Aug 2020 and 31 Aug 2020. Our school results are compared with NSW Govt Norms, which are based on the results from all students who participated in the TTFM DoE survey.

1. Students with a high rate of participation in sports with an instructor at school, other than in a physical education class: 70% School Mean 83% NSW Govt Norm
2. Students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee: 50% School Mean 55% NSW Govt Norm
3. Students feel accepted and valued by their peers and by others at their school: 53% School Mean 81% NSW Govt Norm
4. Students have friends at school they can trust and who encourage them to make positive choices: 77% School Mean 85% NSW Govt Norm
5. Students believe that schooling is useful in their everyday life and will have a strong bearing on their future: 94% School Mean 96% NSW Govt Norm
6. Students do homework for their classes with a positive attitude and in a timely manner: 41% School Mean 63% NSW Govt Norm
7. Students that do not get in trouble at school for disruptive or inappropriate behaviour: 86% School Mean 83% NSW Govt Norm
8. Students are interested and motivated in their learning: 65% School Mean 78% NSW Govt Norm
9. Students try hard to succeed in their learning: 83% School Mean 88% NSW Govt Norm
10. Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet: 29% School Mean 36% NSW Govt Norm

Parent satisfaction

Parent and community members feedback is sought through P&C meetings, parent/ teacher interviews, newsletters and formal and informal discussions with staff. The P&C committee meets monthly and oversees the running of the school canteen. Communication to the community is through online apps to receive alerts regarding events, attendance and newsletters. A 2020 Parent Tell Them From Me Survey was not completed. Due to the COVID-19 pandemic, most on-site community events were not held. Sporting carnivals and fundraisers involved students only after remote learning ended and guidelines allowed these events to occur following appropriate risk management.

Teacher satisfaction

In a 2020 teacher survey the following results were received:

1. 100% teachers have opportunities to undertake professional learning to continuously improve their teaching.
2. 86% staff describe Sandy Beach Public as a school for quality learning and pedagogy.
3. 91% teachers believe that increased student leadership roles are valuable.
4. 70% teachers have held a role of responsibility this year.



Mathematics task



Kindergarten with our bottle top mural

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.

This year our school created a bush tucker trail with grant funding from the local council and the school budget.

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.



Bush tucker trail around the school grounds with over 40 plants