

# 2020 Annual Report

## Sunshine Bay Public School



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# Introduction

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

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

## School contact details

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## School vision

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

## School context

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

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1

### Learning

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

##### Process 1: Quality learning environment

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

Evaluation	Funds Expended (Resources)
<p>1. Synthetic Phonics Review - R.R. Levels/Multi Lit Levels/ Spelling Levels, P.A levels and PLAN2 Review</p> <p>Synthetic Phonics is still proving to be a Literacy program that when taught explicitly improves student outcomes. It has a positive effect on Aboriginal students and their learning.</p>	<p>Continual training of staff. Training of new staff</p> <p>Decodable readers</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$12000.00)</li></ul>

##### Process 2: Curriculum and Learning

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

Evaluation	Funds Expended (Resources)
<p>Evaluation of data walls, progressions and assessment results.</p>	<p>1. All staff</p> <p>EaFS time to analyse data</p> <p>Professional Development CPL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$10000.00)</li></ul>

##### Process 3: Assessment

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

Evaluation	Funds Expended (Resources)
<p>Re-evaluation of Maths assessment - Sena, Synthetic Phonics review, improved results of 2018 NAPLAN data (Yr 3- Yr5) compared to other school assessing online, review of consistent growth in progression attainment.</p>	<p>1. All staff</p>

## Strategic Direction 2

### Home School Community

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

##### Process 1: Engagement and Creativity:

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

Evaluation	Funds Expended (Resources)
Due to COVID many organised events were cancelled. We did have greater communication through technology to support students and parents with learning from home.	1. Staff release to graph data - \$500

##### Process 2: Enhanced Communication Channels:

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

Evaluation	Funds Expended (Resources)
COVID allowed us to use technology to support parents and students. TEAMS, ZOOM and Class Dojo were used regularly to support learning.	None due to COVID

##### Process 3: School and Community Partnerships

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

Evaluation	Funds Expended (Resources)
Kinder Orientation occurred - no parents allowed onsite. This hasn't allowed for those discussions that occur to ensure students will be supported in 2021. This is occurring through phone calls and contacts with outside agencies.	2. Kinder Orientation, High school orientation,

## Strategic Direction 3

### Wellbeing

#### Purpose

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

#### Improvement Measures

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

#### Progress towards achieving improvement measures

##### Process 1: Staff

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

Evaluation	Funds Expended (Resources)
Forward planning for 2021	SLSO employment  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$20000.00)</li></ul>

##### Process 2: Students

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

Evaluation	Funds Expended (Resources)
Forward planning for 2021	Executive support off class to work with classroom teachers to develop behaviour management skills  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Employment of an Aboriginal School Learning Support Officer.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$57 000.00)</li> </ul>	Has been an excellent resource. Our Aboriginal population continues to grow.  Greater connection to community  Families feel comfortable in the school environment.  Teachers and SLSO work closely to support students
<b>English language proficiency</b>	Employment of classroom teacher with extensive EALD knowledge  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$17 725.00)</li> </ul>	Very valuable  We have a cohesive group of students who work together and support each other.  Language skills are developed and students are making gains across all KLA's
<b>Low level adjustment for disability</b>	Employment of extra LAST teacher 0.5  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$46 322.00)</li> </ul>	Playgroup has been an excellent way for new students to become a part of the school. They feel comfortable and are ready to learn by the time Kindergarten arrives.  Speech program w  has been beneficial for all students engaged
<b>Quality Teaching, Successful Students (QTSS)</b>	Employment of casual teachers to allow Executive to be off class  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$16 500.00)</li> </ul>	Staff have felt supported by this process, particularly beginning teachers
<b>Socio-economic background</b>	Employment of School Learning Support Officers x 7 3hrs each  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$247 724.00)</li> </ul>	Improvement in student learning outcomes and behaviours
<b>Support for beginning teachers</b>	Employment of teacher to cover Beginning teacher classes for 3 hours  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$15 000.00)</li> </ul>	Teachers feel supported
<b>Targeted student support for refugees and new arrivals</b>	Employment of EALD teacher  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Targeted support for refugees and new arrivals (\$12 000.00)</li> </ul>	Parents and students have expressed that they are making gains at SBPS



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	146	144	152	167
Girls	167	165	152	147

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.4	92.8	92.7	78.7
1	92.4	91.3	91.2	83.5
2	93.6	93.2	88.9	84.9
3	93.2	93.6	89.9	82.7
4	92.6	91.1	91.8	79.3
5	93.2	92.2	89.9	82.4
6	92.3	92.5	91.1	80
All Years	92.8	92.3	90.7	81.6
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)	12.05
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 Actual (\$)
<b>Opening Balance</b>	348,789
<b>Revenue</b>	3,523,962
Appropriation	3,455,759
Sale of Goods and Services	20
Grants and contributions	67,657
Investment income	326
Other revenue	200
<b>Expenses</b>	-3,651,920
Employee related	-3,322,485
Operating expenses	-329,435
<b>Surplus / deficit for the year</b>	-127,959
<b>Closing Balance</b>	220,830

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>	22,713
<b>Equity Total</b>	533,548
Equity - Aboriginal	57,701
Equity - Socio-economic	291,477
Equity - Language	17,725
Equity - Disability	166,645
<b>Base Total</b>	2,461,108
Base - Per Capita	74,147
Base - Location	7,225
Base - Other	2,379,735
<b>Other Total</b>	312,851
<b>Grand Total</b>	3,330,220

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

### Parent/Caregiver:

Successes - learning, cultural days, excursions, Playgroup, plays, sport, communication, support individual learners, school events, fun while learning, home support, rewards., inclusive school, School supports positive behaviour, parents support learning from home, parents feel welcome, parents are informed

Can do better - Consistency, nothing, more funding for teachers to support children with special needs, numeracy, reading , science

Words that describe our school - safe, happy, kind, small unique, supportive, fantastic, outstanding teachers, communicative, fun, learning, happy

### Student:

Sense of belonging, Advocacy at school and Expectation of success have all decreased over the last 4 years.

Advocacy and Expectations are equal to or above state expectations

Sense of belonging is below state average

Students have a positive attitude to behaviour

Year 4 students are interested and motivated - this decreases each year

### Teachers:

In the TTFM survey we were at state norms for Leadership, Inclusive School, Learning culture

There was a notable difference in answers from staff who had less than five years experience and those with greater than 6 years.. 6 years plus was closer to state norms. particularly in Leadership, Learning Culture Data informed Practice Inclusive school

# 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.