

# 2021 Annual Report

## Pottsville Beach Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Pottsville 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 Strategic Improvement 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

Pottsville Beach Public School values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe and supportive environment. Our students are confident, creative, and critical thinkers. Staff are committed to ongoing professional learning that ensures research-based practices are at the forefront of teaching. Every student, every teacher, every leader and our school will improve every year.

All our students will have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens. Every student is known, valued and cared for.

## School context

Pottsville is a town on the Far North Coast of New South Wales. The population is approximately 8000. Bill Potts owned the first house in Pottsville around 1930 and the location was initially named Potts Point. Soon though, the town was renamed Pottsville to alleviate any confusion with the place of the same name in Sydney.

Pottsville includes housing developments such as Pottsville Waters, Koala Beach, Seabreeze and Black Rocks Estate.

Pottsville Beach recently (2019) underwent significant capital works to create 13 new classrooms, new library facilities, new administration facilities and to promote contemporary facilities. The new classrooms promote open and flexible learning with flexible furniture.

The school community is very supportive of the school and has a proud history of being a 'community' school. The community likes to be involved in all aspects of school life and would be supportive of a more active role for parents and community members.

Pottsville has a proud music/band program, as well as a successful sporting program. We are aiming to promote all aspects of the curriculum.

The situational analysis showed the following:

- our Year 3 NAPLAN results are generally at or above state average.
- reinforced our attention to student growth across all grades.
- our continued review of our learning and wellbeing policies and procedures.
- our commitment to whole school professional learning.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Effective Classroom Practice

### Resources allocated to this strategic direction

**QTSS release:** \$108,754.46

**Literacy and numeracy intervention:** \$105,951.51

**Professional learning:** \$38,763.00

**Literacy and numeracy:** \$12,564.17

**Low level adjustment for disability:** \$11,000.00

**Aboriginal background:** \$20,000.00

### Summary of progress

At the beginning of Term 1, the instructional leadership team in consultation with the executive team, designed a model of instructional leadership to support teachers in developing their classroom practice. Instructional leaders collaborated with teachers to develop a professional pathway to embed evidence in informed practices in reading and ensure that effective methods are identified, promoted and modelled through quality curriculum provision. Our plan was interrupted in Term 3 due to COVID and instructional leadership absence. To combat this change, we implemented small group instructional leader sessions with teachers in the same grade. Our Terms 3 and 4 professional learning timetables were adjusted to suit absences and based on staff need. Staff engaged with online professional learning sessions via Zoom. These sessions were recorded and made available to staff. The collaboration of instructional leaders was crucial to the identified structure of staff support. We modified our instructional leader support timetable to promote collaboration between staff and encourage continuous improvement.

Reading was a major focus in 2021. Our Instructional Leader initiative has ensured a planned and focused approach, based on analysis of data and evidence of best practice. All staff have engaged in professional learning and dialogue, developing a shared understanding and consistent practice around best teaching practice in the area of reading, in particular fluency. Implementation of a whole school approach to teaching of fluency was based on evidence gathered from Kindergarten to Year 6. The use of reliable and systematic assessment data was collected, evaluated and analysed to track student growth in reading. The use of the NSW Department of Education documents and professional learning on effective reading promoted staff collaboration and understanding in quality resources and teaching practice. Student data has gone from individual faculty or teacher-based collation, to moving towards being collated in a central place and monitored regularly. Teaching programs document evidence of, and refinements to practice in the teaching of fluency.

In 2022, our next steps will include:

- Continuing our focus on Instructional Leadership to support the implementation of whole school best teaching practice in the areas of Literacy and Numeracy to further build teacher capacity and quality to improve student growth.
- Focus on numeracy in 2022.
- All Assistant Principals will take on the roles of Instructional Leaders to lead continuous school improvement through collaboration and implementation of our Strategic Improvement Plan (2021-2024).
- All staff will be involved in School Excellence in Action by collecting and analysing evidence for our External Validation in early 2022.
- Our K-2 staff will engage as a Self-Selector School as part of the Curriculum Reform and Syllabus implementation.
- Our Years 3-6 staff will collaborate to ensure research and evidence-based teaching and learning practices in Spelling, Reading and Mathematics lead to improved learning outcomes for all students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum uplift of 3.3% of students achieving top two bands in NAPLAN reading to work towards the system-negotiated lower bound target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased from 44.19% in 2019 to 56% in 2021 and has exceeded the annual trajectory upper-bound system negotiated target.
A minimum uplift of 4.6% of students achieving top two bands in NAPLAN numeracy to meet or exceed the system-negotiated lower bound target.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased from 28.65% in 2019 to 38% in 2021 and has exceeded the annual trajectory upper-bound system negotiated target.
A minimum uplift of 5.6% of students achieving expected growth in NAPLAN reading to meet or exceed the system-negotiated lower bound target.	The percentage of Year 3 and 5 students achieving expected growth in NAPLAN reading has increased from 45.45% in 2019 to 57.97% in 2021, indicating progress toward the lower-bound system negotiated target.
A minimum uplift of 5% of students achieving expected growth in NAPLAN numeracy to meet or exceed the system-negotiated lower bound target.	The percentage of Year 3 and 5 students achieving expected growth in NAPLAN numeracy has increased from 43.42% in 2019 to 55.07% in 2021, indicating progress toward the upper-bound system negotiated target.



## Strategic Direction 2: Quality Teaching and Collaboration

### Purpose

Teachers will commit to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Walks
- English Textual Concepts

### Resources allocated to this strategic direction

**Beginning teacher support:** \$2,000.00

**Professional learning:** \$1,500.12

**Low level adjustment for disability:** \$14,000.00

### Summary of progress

Learning Walks provided all staff with an opportunity to develop a shared vision of high-quality teaching that impacts on student learning outcomes. Our staff collaboratively developed recommendations on the data gathered during learning walks to inform future practices. Learning Walks have continued to build collective teacher efficacy across our school and have encouraged improvement through openness and sharing of best practice.

In 2020, all Teachers at Pottsville Beach PS took part in professional learning about English Textual Concepts and how to integrate this into Teaching and Learning programs. This learning was sustained and reinforced in 2021, with collaborative programming across the school to embed implementation and build collective teacher efficacy. Our staff were involved in professional learning to build teacher knowledge of, and how to program and assess English Textual Concepts.

In 2022, our next steps will include:

- Continuing with the implementation of Learning Walks and English Textual Concepts, as a result of the positive impacts of both initiatives in collaborating with colleagues from across our Coastal Learning Community (Kingscliff High School and Partner Primary Schools - Kingscliff PS, Cudgen PS, Bogangar PS, Duranbah PS and Fingal PS) and improving quality teaching and learning experiences for students, as well as enhancing transition opportunities for students.
- Enhancing and growing our professional learning community and utilising data-driven practices to build upon our learning in 2021.

Our goal is for Pottsville Beach PS to be a lighthouse school for Quality Teaching and Collaboration and to build teacher and leader capacity for the benefit of all students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
40% of of teachers participate in observations based on the Learning Walks Model with an emphasis on identified elements.	<p>In 2021, 35% of teaching staff engaged in observations based on the Learning Walks Model.</p> <p>In 2021, 100% recommended actions from Learning Walks (top 3 as identified by staff) were implemented.</p> <p>Pottsville Beach PS staff collaborated on a dot jot chart to nominate the top 3 things that will have the greatest impact on student outcomes. These included:</p>

<p>40% of of teachers participate in observations based on the Learning Walks Model with an emphasis on identified elements.</p>	<ul style="list-style-type: none"> <li>• Continue to have professional learning around the use of progressions to inform teaching.</li> <li>• Students given explicit strategies to follow when they perceive a task is too hard (including promotion of growth mindset within each classroom and include above the line/below the line thinking).</li> <li>• Visual prompts for management of activity easily displayed for students to reference.</li> </ul>
<p>An improvement in the themes of 'Learning Culture,' 'Curriculum,' 'Learning and Development,' and 'Educational Leadership' to the level of Delivering as measured by the School Excellence Framework.</p>	<p>Pottsville Beach Public School staff and parents provided feedback about how our school is performing against the School Excellence Framework for each theme against the three domains of Learning, Teaching and Leading. Our on-balanced judgments for 2021 indicated that improvement as measured by the School Excellence Framework:</p> <p>The 'Learning Culture' theme is validated as Sustaining and Growing, which has exceeded our annual progress measure.</p> <p>The 'Curriculum', 'Learning and Development', and 'Educational Leadership' themes are validated as Delivering, which has achieved our annual progress measure.</p>



## Strategic Direction 3: Engagement and Wellbeing

### Purpose

Strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Behaviour for Learning
- Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$73,695.28

**Low level adjustment for disability:** \$156,294.59

**Aboriginal background:** \$10,272.83

**Literacy and numeracy:** \$2,000.00

**Integration funding support:** \$287,061.00

**English language proficiency:** \$2,839.69

### Summary of progress

During 2021, at Pottsville Beach PS we implemented a whole school framework to foster positive behaviour and proactively and explicitly teach appropriate behaviours. Sentral was used to centrally record behaviour notifications and this data was then evaluated to design behaviour lessons. Bounceback reinforced behaviour lessons and expectations in a students-teaching-students platform for delivery. A number of programs, which were planned under the Engagement initiative were postponed and cancelled due to the impact and necessary restrictions due to the global pandemic of COVID-19. Our transition to high school program, facilitated by Kingscliff HS was greatly impacted, and we were unable to take part in transition to high school visits. The YULI program was cancelled and we were unable to engage parents, carers and our wider school community on our site.

In 2022, our next steps will include:

- Continuing our work in the Positive Behaviour for Learning and Engagement initiatives, to streamline and embed quality processes and school-based procedures to enrich, engage and extend all students in an educational environment where all students are known, valued and cared for. We will ensure that connections are re-established with preschools, partner primary schools and Kingscliff HS to facilitate and ensure high-quality transition opportunities for our students.
- Exploring further engagement with parents using the online platforms of See Saw and Sentral Parent Portal to engage parents in positive partnerships, including Parent Teacher interviews and moving towards three-way, student-led conferences, and improvements in both Individual Education Plans and Personalised Learning Pathways processes, to support the learning of all students.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift the proportion of students attending school >90% of the time to be moving towards the system-negotiated baseline target.	<p>In Semester 1, 2021, 68.8% of students attended school more than 90% of the time. This was 0.6% higher than the NSW State average of 62.8% of students and higher than the Network average of 57.9% of students.</p> <p>In Semester 2, 2021, our attendance rate improved with 76.4% of students attending school more than 90% of the time. This again, was higher than the NSW State average of 75.8% and higher than the Network average of 65.1% of students.</p>

Uplift the proportion of students attending school >90% of the time to be moving towards the system-negotiated baseline target.	The impact of the COVID-19, including learning from home periods and restrictions has been felt, despite this, we are on track to either working towards or achieving our 2022 Attendance goal for Semester 1 of 82% of students attending school 90% of the time.
Uplift the proportion of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success to be moving towards the lower-bound system-negotiated target.	<p>In relation to Wellbeing targets, 2021 results from the Tell Them from Me student surveys indicated:</p> <ul style="list-style-type: none"> <li>• 84.45% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.</li> <li>• 90% of Aboriginal students report feeling good about their culture when at school.</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$287,061.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pottsville Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of school learning support staff in Phonics, phonemic awareness and delivering assessments, COVID ILSP strategies and IFSR assessment to support student learning.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved Individual Education Plans, which are supported by the Learning and Support Teacher, and developed in positive partnerships with parents and teachers, and evaluated throughout the year to review impact.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to engage School Learning Support Officers and provide professional learning opportunities across Literacy, Numeracy and Behaviour support to build collective efficacy in supporting students and teachers to improve student learning and wellbeing outcomes. Our Learning and Support Team will also review the impact of funding throughout the year at meetings to ensure activities and strategic planning is meeting the needs of all students.</p>
<p>Socio-economic background</p> <p>\$73,695.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pottsville Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Behaviour for Learning</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Wellbeing programs to support identified students with additional needs.</li> <li>• evidenced-based programs including: <ul style="list-style-type: none"> <li>RAMSAR (Rhythm and movement for self-regulation)</li> <li>-developed by QUT and my training completed in 2021.</li> <li>Peaceful Kids (mindfulness program for managing anxiety)</li> <li>-endorsed by NESA, Beyond Blue, NSW DET.</li> <li>Social &amp; Emotional development (all stages)</li> <li>Social skills for ES1 and S1</li> <li>Friendship Skills and Strategies</li> <li>Individual Counselling and Art Therapy</li> <li>Collaborative Art Groups.</li> </ul> </li> </ul> <p>Support for staff with advice for strategies, resources, and management for students.</p>

<p>Socio-economic background</p> <p>\$73,695.28</p>	<p>Support for wellbeing of staff, through active listening and referrals to resources.</p> <p>Referrals and requests from parents for my assistance and support. Community discussions of importance of Wellbeing and my role in the school.</p> <p><b>The allocation of this funding has resulted in:</b>  Decreased ongoing support required for students who require tiers two and three support.  Decreased presentation and increasing attendance of students presenting with anxiety.  Empowerment and autonomy for students in regulation of emotions and actions when experiencing heightened states.  Skill and strategies for coping with difficult situations.  Improved peer-relations, with abilities and skills enabling conflict resolution without authority involvement.  Continued use of knowledge, skills and strategies in different situations in the community years after initial counselling and programs.  Parents requesting support from wellbeing teacher for a variety of school, home, and health issues, leading to stronger school and community ties.  Students increased positive mood and positive affect leading to increased satisfaction in school.  Students possessing a general feeling of support and care, leading to improved academics and social cohesion.</p> <p>As the culture of Wellbeing is prioritised at Pottsville Beach Public School, positive social interactions and feelings of support are perceived as a social norm. This has a positive ongoing impact on the academic achievements, mental-health, behaviours and actions and life-long learning of our students, and therefore positive influences in our local communities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Wellbeing Teacher employed for 2 days per week in 2022 to continue a range of programs to support student wellbeing needs across Kindergarten to Year 6.</p>
<p>Aboriginal background</p> <p>\$30,272.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pottsville Beach Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• purchasing quality literacy resources to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.</li> <li>• purchasing quality decodable readers to engage all students in effective reading instruction.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  100% of Aboriginal and Torres Strait Islander students are supported by PLP.  13.5% of students families were involved in the Yarn Up at Pottsville Beach PS. These numbers were impacted by the COVID-19 restrictions.  Unfortunately, the YULI program was not able to be run due to the impacts of COVID-19 restrictions.</p>

<p>Aboriginal background</p> <p>\$30,272.83</p>	<p>NAIDOC celebrations were held at school for students. Classroom resources meet the needs of teaching and learning. Teachers are upskilled on effective and consistent use of decodable readers and teaching of reading across Kindergarten to Year 6.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Sustained involvement in the YULI program for our Years 5 and 6 students, as part of the Coastal Learning Community to support transition to Kingscliff High School for our students to connect and collaborate through cultural experiences. Improve engagement opportunities for all Aboriginal and Torres Strait Islander families, through Yarn Ups, Aboriginal Education Committee, and both formal and informal Parent Teacher opportunities. All Aboriginal and Torres Strait Islander students to be supported by dynamic personalised learning pathways which lead to improved student learning and wellbeing outcomes. Providing high impact professional learning opportunities for staff to build teacher quality and knowledge to achieve our shared responsibilities within the AECG Partnership Agreement - Walking Together, Working Together.</p>
<p>English language proficiency</p> <p>\$2,839.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pottsville Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School Learning Support Officers working collaboratively with Teachers to engage students in their learning, through explicit instruction, scaffolding and support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maintain School Learning Support Officer engagement to support students across the school to connect and engage with their learning.</p>
<p>Low level adjustment for disability</p> <p>\$181,294.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Pottsville Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• English Textual Concepts</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individual Education Plans supporting students from Kindergarten to Year 6 in identified areas of need. Quality resources being purchased to support effective classroom practice and engage students from Kindergarten to Year 6.</p>

<p>Low level adjustment for disability</p> <p>\$181,294.59</p>	<p>Small group tuition in Mathematics for identified students, in conjunction with the COVID Intensive Learning Support Program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to engage School Learning Support Officers.  Continue to provide professional learning opportunities across Literacy, Numeracy and Behaviour support to build collective efficacy in supporting students and teachers to improve student learning and wellbeing outcomes. Our Learning and Support Team will also review the impact of funding throughout the year at meetings to ensure activities and strategic planning is meeting the needs of all students.</p>
<p>Literacy and numeracy</p> <p>\$14,564.17</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pottsville Beach Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved teacher capacity in effective reading instruction and building collaborative practice for all staff (Kindergarten to Year 6).  Quality teaching practices implemented across the school and revised in Stage meetings to build collective teacher efficacy has led to improved student learning outcomes as evidenced through ALAN diagnostic assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Maintaining quality teaching and learning resources to engage and extend all students across the school.  High quality, professional learning opportunities for teachers including NSW Department of Education courses on Curriculum Reform and new Syllabus implementation.  Coffee and Connect sessions for Parents and Carers on a range of areas, including effective reading instruction, to build positive partnerships with parents and to ensure that the whole school community demonstrates aspirational expectations of learning progress and achievement for all students.</p>
<p>QTSS release</p> <p>\$108,754.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pottsville Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>



<p>QTSS release</p> <p>\$108,754.46</p>	<p><b>The allocation of this funding has resulted in:</b> Individual slide decks indicating level of support, data analysis, identified professional learning as well as feedback have been incorporated into weekly meetings. Instructional leaders drive the professional learning needs of teachers using student learning data to improve learning outcomes for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principals will take on the role of Instructional Leaders to drive continuous whole school improvement through data-driven, evidence-based teaching and learning processes as part of a distributed and agile leadership model.</p>
<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Pottsville Beach Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing to support staff collaboration in the implementation of high-quality curriculum, focusing on strategies to improve quality teaching and learning in reading and numeracy across the school. Individual slide decks indicating level of support, data analysis, identified professional learning as well as feedback have been incorporated into weekly meetings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assistant Principals leading improvement in identified areas of need to support all teachers. All teachers will be supported to plan for and implement effective teaching and learning, assess, provide feedback and report on student learning, in both literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$164,216.35</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition in both literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In the area of Literacy, the majority of students demonstrated improvement from the time frame of the administered formative assessment based on ALAN (PLAN 2) indicators in the focus areas of 'Phonological Awareness, Phonic Knowledge and word recognition,' when compared to the summative assessment results of these same indicators.</p> <p>In the area of Literacy, a gap analysis was used to determine areas of focus</p>

## COVID ILSP

\$164,216.35

for student groupings. Students were then taught the basic phonic code for reading and spelling, starting with single letter-sound correspondences, then moving onto common digraphs. Useful irregular high-frequency words to ensure early access to connected text were also taught. Once these initial focus areas were learnt or achieved, teaching focused on digraphs from the advanced phonic code for reading and spelling, with a focus on accuracy and fluency for text reading, using decodable texts to consolidate phonic knowledge and word attack skills. Irregular high-frequency words also continued to be taught.

97% of students showed growth in the area of Literacy, as evidenced through formative and summative assessment results.

In the area of Numeracy, the majority of students demonstrated improvement from the time frame of the administered formative assessment based on ALAN (PLAN 2) indicators in the focus area of 'Quantifying Numbers,' when compared to the summative assessment results of these same indicators.

The allocation of COVID ILSP funding has resulted in 149 students receiving learning intervention across the school.

All students made significant gains in personal learning goals, program outcomes, confidence and wellbeing. This resulted in increased added ability to access the regular classroom instruction and syllabus content. Teachers gained advice pre and post program for student differentiation and strategies to use for explicit and systematic teaching of areas of focus.

### **After evaluation, the next steps to support our students with this funding will be:**

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.





## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	347	328	299	294
Girls	316	307	281	270

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	92.7	94.6	95
1	93.7	91.5	94	90.7
2	92.6	92.7	94	92.4
3	93	92	93.1	91.9
4	92.3	92.1	92.5	91.4
5	91.3	90.5	92.5	91
6	92.1	90.5	92.3	91.2
All Years	92.5	91.7	93.2	91.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	477,180
<b>Revenue</b>	5,693,005
Appropriation	5,553,835
Sale of Goods and Services	13,878
Grants and contributions	124,132
Investment income	360
Other revenue	800
<b>Expenses</b>	-5,873,795
Employee related	-5,307,017
Operating expenses	-566,777
<b>Surplus / deficit for the year</b>	-180,790
<b>Closing Balance</b>	296,390

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	287,061
<b>Equity Total</b>	288,102
Equity - Aboriginal	30,273
Equity - Socio-economic	73,695
Equity - Language	2,840
Equity - Disability	181,295
<b>Base Total</b>	4,018,432
Base - Per Capita	142,980
Base - Location	0
Base - Other	3,875,452
<b>Other Total</b>	462,760
<b>Grand Total</b>	5,056,355

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.

# Parent/caregiver, student, teacher satisfaction

## Student satisfaction

Student feedback gathered through the Tell Them From Me Survey (which is completed by students in Years 4, 5 and 6) indicated:

- 57% of students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee (NSW Government Norm - 55%).
- 69% of students feel accepted and valued by their peers and by others at their school (NSW Government Norm - 81%).
- 88% of students have friends at school they can trust and who encourage them to make positive choices (NSW Government Norm - 85%).
- 95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW Government Norm - 96%).
- 90% of students do not get in trouble at school for disruptive or inappropriate behaviour (NSW Government Norm - 83%).
- 89% of students try hard to succeed in their learning (NSW Government Norm - 88%).

The following results utilise the Likert scale out of 10:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives - 8.1 (NSW Government Norm 8.2).
- Students find classroom instruction relevant to their everyday lives - 7.7 (NSW Government Norm 7.9).
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback - 7.4 (NSW Government Norm 7.5).
- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the internet - 25% (NSW Government Norm 36%).
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice - 7.8 (NSW Government Norm 7.7).
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach - 8.4 (NSW Government Norm 8.4).
- Students understand there are clear rules and expectations for classroom behaviour - 7.3 (NSW Government Norm 7.2).
- School staff emphasise academic skills and hold high expectations for all students to succeed - 8.3 (NSW Government Norm 8.7).

61% of students agree or strongly agree with the statement "When I finish high school, I expect to go to University."

90% of Aboriginal students agree or strongly agree with the statement "I feel good about my culture when I am at school."

## Parent/caregiver satisfaction

In 2021, Pottsville Beach PS sought feedback from Parents and Carers via the Tell Them from Me Parent Survey (which use the Likert scale to give a result out of 10), results of this survey across these seven areas indicated:

1. Parents feel welcome - 6.8 School Mean (7.4 NSW Govt Norm).
2. Parents are informed - 6.9 School Mean (6.6 NSW Govt Norm).
3. Parents support learning at home - 6.4 School Mean (6.3 NSW Govt Norm).
4. School supports learning - 7.2 School Mean (7.3 NSW Govt Norm).
5. School supports positive behaviour - 7.8 School Mean (7.7 NSW Govt Norm).
6. Safety at school - 7.6 School Mean (7.4 NSW Govt Norm).
7. Inclusive school - 6.9 School Mean (6.7 NSW Govt Norm).

In relation to the concept of 'Educational Aspiration' results indicated that:

- 64% of parents expect that their child will go to university.
- 94% of parents expect that their child will complete year 12.
- 44% of parents expect that their child will attend TAFE.

In relation to the 'Perception of school facilities' statements, results were as follows:

- 97% of parents either agree or strongly agree with the statement - "School is well maintained.
- 94% of parents either agree or strongly agree with the statement - "Physical environment is welcoming.
- 81% of parents either agree or strongly agree with the statement - "Easy to access / move around school.

100% of parents agreed with the statement "My child is enrolled at my first choice of public school."

89% of parents either agree or strongly agree with the statement "I would recommend my child's school to other parents".

## Staff satisfaction

In 2021, due to competing demands and a change in leadership staff did not complete the People Matter Employee Survey.

Staff provided feedback on evidence of impact across the school for each strategic direction and in Aboriginal Education, as well as their commitment to the Strategic Improvement Plan and continuous school improvement. Results were as follows:

### Strategic Direction 1: Student Growth and Attainment

- Using consistent programming templates assists with meeting curriculum requirements, including feedback and evaluations.
- Review learning with students (writing goals) to support students to understand their next steps and how to improve.
- Instructional leadership has been of great value to teaching.

In SD 1, opportunities exist in:

- Assessment to evaluate student learning and stage-based and whole school Consistent Teacher Judgment (CTJ) opportunities for consistency of assessment and reporting.
- Achieve a more consolidated understanding of the new K-2 syllabus and identify student needs with explicit data and assessment.
- Differentiation to challenge and support student learning needs.

### Strategic Direction 2: Quality Teaching and Collaboration

- Learning Walks and English Textual Concepts work well across the school and promotes collaboration and professional dialogue to improve practice.
- Ensuring that teaching and learning programs are dynamic and include authentic assessment.
- Our school has a huge push towards encouraging, fostering and providing time and opportunities for professional dialogue, collaboration, class observation and feedback.

In SD 2, opportunities exist in:

- Opportunities to observe colleagues' teaching and to provide effective and constructive feedback.
- All staff utilising MS Teams as the preferred platform for collaboration, access for casuals and continuity of learning for all students.
- Engaging all staff in Learning Walks.

### Strategic Direction 3: Engagement and Wellbeing

- Quality implementation of Positive Behaviour for Learning Framework, which is embedded by all teachers being provided with professional learning opportunities, resources, data tracking and analysis, as well as the opportunity to provide feedback at a whole school, stage and individual level.
- Attendance - school community work together to ensure / support student attendance and minimise impact of absences on learning.
- Strong relationships with families through communication and face-to-face opportunities to work together, to support all students at Pottsville Beach PS.

In SD 3, opportunities exist in:

- Supporting colleagues in writing effective Individual Education Plans to support students.
- To better implement PBL into every day learning experiences and not as a separate lesson.
- Creating a Potty Parliament (through the Student Representative Council) to include a broader student representation and engagement in student leadership and voice.

### Aboriginal Education

- Collaborating with Aboriginal parents when developing Personalised Learning Pathways (PLPs) to develop and refine goals and providing parents with a breakdown of strategies and a timeline to achieve these goals.
- Aboriginal perspectives are embedded across the curriculum.

In Aboriginal Education, opportunities exist in:

- Professional learning for all staff in understanding and implementing the AECG and NSW Department of Education's Partnership Agreement - Walking Together, Working Together.
- Embedding and ensuring consistent implementation of Aboriginal and Torres Strait Islander language and culture across the 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

