

2021 Annual Report

Sandy Beach Public School



4557

Introduction

The Annual Report for 2021 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 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

Sandy Beach Public School

Saye Close

Sandy Beach, 2456

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

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

6656 1777

School vision

Sandy Beach Public School is committed to providing quality education, empowering all students to become confident, resilient and self-directed learners. Teachers, parents and students aspire to strengthen partnerships to maintain a culture of high expectations and promote positive wellbeing. Our school is a place where students have an opportunity to learn to live.

School context

Sandy Beach Public School is located 20 km north of Coffs Harbour on the NSW north coast. The school has a student enrolment of 375 students with 11% identifying as Aboriginal. There are 35 staff members including executive, administration and school learning support officers. The multi-categorical class follows an inclusive model with further programs to enhance the educational provisions for individual students.

Our school enjoys strong parent and community support who are actively involved in decision-making to benefit the education of their children. Sandy Beach Public School provides opportunities in sport, performing arts such as musicals, guitar and ukulele tuition, public speaking and dance groups. Specialist teachers for science and technology conduct weekly lessons for students K-6, leading to a high level of understanding in this subject and digital technologies. In addition, sustainability initiatives are strongly supported with a garden club, recycling program, projects to increase native vegetation in the school grounds and Water Wise accreditation.

Through our situational analysis, we have identified a need to use data driven practices that analyse, interpret and use student data to inform teacher planning and evaluate program effectiveness. In the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy.

To enhance this area, a focus will be on implementing quality assessment tasks and data collection practices to develop greater consistency across the school. This will be enhanced by ongoing professional learning for staff to build a culture of quality teaching practice with a goal of continuous improvement. Additional structures will be utilised to support students not showing growth which will be coordinated by the learning support team.

Whole school processes will be implemented to support the wellbeing of students with the aim of raising the sense of belonging, improve attendance rates and engagement in learning. A school based target will aim to build effective partnerships with the school community to create a culture of high expectations.

This plan was developed in consultation with staff, students, parents and the local Aboriginal Education Consultative Group.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise all students' learning outcomes, whole school processes for collection and analysis of assessment data improves reading and numeracy.

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.

- Data driven practice
- Consistent school-wide assessment

Resources allocated to this strategic direction

Socio-economic background: \$4,356.00

QTSS release: \$21,119.00

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Teachers utilised a range of assessment strategies and coordinated stage assessments were implemented. This improved the monitoring of student learning progress with increased opportunities for executive staff to meet with their teams to identify skill gaps to inform future teaching. All teachers contributed to gathering data to assist in the identification of areas of priority. Additional staffing to provide literacy and numeracy intervention programs allowed the learning and support teacher to have improved targeted support. The trial of the digital program, Essential Assessment, provided staff with increased data to allow comparisons between formative and summative assessments. NAPLAN growth in the top 2 bands in Year 3 is much greater than Year 5 and further focus is required in Years 3 to 6 to improve growth in the top 2 bands. The school is above targets set for expected growth in both numeracy and reading with the aim to further enhance learning programs to ensure continued improvement.

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
Achievement of system negotiated targets: <ul style="list-style-type: none">• Increase 3% of the number of Year 3 and Year 5 students in the top two bands for NAPLAN numeracy from our baseline data.• Increase 4% of the number of Year 3 and Year 5 students in the top two bands for NAPLAN reading from our baseline data.• Increased percentage of Aboriginal Year 3 and Year 5 students achieving in the top three bands in NAPLAN numeracy and reading.	The number of students in the top 2 bands for NAPLAN: <ul style="list-style-type: none">• An increase of 12.77% for the number of Year 3 students in the top two bands for NAPLAN numeracy from our baseline data but Year 5 students have shown no growth. The combined growth is 5.89% above our baseline data but the results have declined 3% since 2019.• An increase of 17.59% for the number of Year 3 students in the top two bands for NAPLAN reading from our baseline data and Year 5 students have increased 1.44% from baseline data. The combined growth is 8.91% above our baseline data but the results have increased by 12.64% since 2017.• There has not been an increase in the percentage of Aboriginal Year 3 and Year 5 students achieving in the top three bands in NAPLAN numeracy and reading. This indicates that further focus is required to improve results of Aboriginal students across the school.
Achievement of system negotiated targets: <ul style="list-style-type: none">• Increase 5% of the number of Year 3 and Year 5 students achieve expected growth in NAPLAN numeracy from our baseline data.• Increase 2% of the number of Year 3 and Year 5 students achieve expected growth in NAPLAN reading from our	In 2021 our NAPLAN results exceeded the expected growth in both numeracy and reading. In numeracy the actual percentage of expected growth was 21.25% above baseline data and at the agreed upper bound trajectory, showing continuous improvement from 2018. In reading the actual percentage of expected growth was 18.29% above baseline data and 5.47% above the agreed upper bound trajectory, showing

baseline data.	continuous improvement from 2017.
Numeracy and Reading <ul style="list-style-type: none">• At least 60% students are working at grade expected levels for the Understanding Texts element of the Literacy Learning Progressions.• At least 50% students are working at grade expected levels for the Quantifying Numbers element of the Numeracy Learning Progressions.	Results across all grades indicated that these targets were not met in 2021 across all stages of the school. Continued implementation of the learning progressions to measure student growth will be a focus in 2022 with data meetings using reports to identify areas of need and identify groups of students for targeted support.



Investigating place value

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve student achievement in reading and numeracy, teachers participate in quality, targeted professional learning to implement explicit, evidence-based strategies.

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.

- Reading and numeracy
- High Impact Professional Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$5,513.90

Socio-economic background: \$80,979.00

Aboriginal background: \$1,456.00

Professional learning: \$5,500.00

Literacy and numeracy: \$7,000.00

QTSS release: \$47,048.74

Summary of progress

Differentiation for Reading and numeracy programs:

Implementation of targeted small group instruction for reading was closely monitored throughout the year. Following professional learning on the implementation of reading groups within the English block all classes implemented flexible grouping, utilised additional support personnel for identified students and regular assessment was completed to ensure level of engagement improved student outcomes. Resources were purchased to support the differentiation of learning activities including levelled texts, decodable readers and books with Aboriginal perspective. In mathematics all classes implemented number talks to develop students' numeracy strategies and their understanding of mathematical language. Equipment was purchased for K-6 such as dice, counters and dominoes to ensure numeracy teaching and learning programs incorporated practical, engaging tasks. Completion of mathematics scope and sequence for K to 6 included links to resources to provide quality instruction. Ongoing assessment using department and commercial resources was completed on a regular basis. Data meetings led by Assistant Principals were held for stage teams to analyse student data to inform future teaching. Increased use of the literacy and numeracy progressions will be a focus for 2022.

Professional Learning:

Curriculum team meetings monitored whole activities and provided feedback to the executive team for directions and support required. All staff had the opportunity to participate in professional learning to develop teaching skills for 'Super Six' comprehension strategies and vocabulary. Stage teams collaborated to develop quality units of work incorporating these strategies using rich texts. Funding was allocated to upskill staff in the teaching of mathematics through department online courses held throughout the year with 4 teachers completing 'Starting Strong' and 3 teachers completing 'Big Ideas'. This expertise will be shared with staff in 2022 for implementation.

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
<ul style="list-style-type: none">• All teaching programs show some evidence of differentiation for reading and numeracy.	<p>All Stage 1 teachers have incorporated open ended, rich tasks into their weekly maths program. In addition they have been engaging in pedagogical dialogue around language and learning behaviours related to the task. Differentiated number talks are delivered on a daily basis.</p> <p>Stage 1 & 2 reading programs are differentiated and designed to explicitly focus on 'point of need' for each student. Students are grouped according to ability level, with content and strategies delivered to meet their specific needs. The learning and support teacher and school learning support</p>

<ul style="list-style-type: none"> All teaching programs show some evidence of differentiation for reading and numeracy. 	<p>officers are utilised in classrooms to implement individual and small group programs.</p> <p>Stage 2 & 3 numeracy programs are designed to allow for differentiation. Teachers regularly differentiate lesson content on a needs basis for students. Documentation of explicit differentiation is an area of future focus in mathematics.</p> <p>Stage 3 teaching programs include reading group organisation that targets the variety of needs within each class. Differentiated reading group activities are included in daily instruction.</p>
<ul style="list-style-type: none"> Improvement as measured by the SEF with a focus on the themes to be validated as excelling: <ul style="list-style-type: none"> Curriculum - Teaching and Learning Programs Effective Classroom Practice - Explicit teaching Learning and Development - Professional Learning Data Skills and Use - Data literacy Professional learning as measured by the High Impact Professional Learning (HIPL) Self-Assessment Tool has shows improvement across the 5 elements. 	<p>Improvement in areas of the School Excellence Framework (SEF) is targeted towards the elements of teaching and learning programs and explicit teaching with ongoing implementation of number talks, maths investigations and the use of decodables to teach reading. This has been underpinned by PL in the areas of Starting Strong and the Big Ideas in mathematics and super six comprehension strategies for reading.</p> <p>High Impact Professional Learning (HIPL) Self-Assessment Tool has shown no significant changes in 2021. There has been a range of professional learning opportunities for staff with the majority of courses delivered online or school developed workshops. Feedback on professional learning and evaluation of impact on teaching needs to be closely measured in 2022 to 2024.</p>



Numeracy skills

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure processes are in place to provide advice, support and improve student connections with the school community and engagement in learning to fulfil their potential.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$16,086.19

Low level adjustment for disability: \$135,313.20

School support allocation (principal support): \$21,456.65

Aboriginal background: \$38,533.45

Summary of progress

Attendance is monitored weekly by staff. Students with attendance concerns are referred to the Learning Support Team and the Wellbeing Coordinator to implement further measures to improve attendance. Achieving the target set was difficult due to Covid-19 restrictions and the implementation of remote learning for a period during the year. The school will continue to ensure regular attendance monitoring procedures are implemented and recognition given to students who attend 90% of the time or more.

The school developed programs to ensure students had support of staff if required, implemented Zones of Regulation and increased the activities available in play breaks to develop social skills. This included the improvement of structured playground activities and passive areas as requested by students. Restrictions due to the coronavirus meant there were less opportunities for cohorts to mix in playground and peer support was limited. Staff were allocated roles to support these programs. The role of the Wellbeing Coordinator and Learning and Support Teacher have been enablers to promote student engagement. These will be further enhanced in 2022 with input from students on activity requests.

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
The proportion of students attending 90% of time or more is increased by 5% from our baseline data.	Student attendance data for students attending 90% of the time or more has not improved with the annual average at 69.8% which is 2.4% below our baseline data. The school did not meet the annual target of an increase of 5%.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School is increased by 3% from our baseline data.	<p>The Semester 1 'Tell Them From Me' student survey results showed an increase across all areas:</p> <p>EXPECTATIONS FOR SUCCESS: (School staff emphasis academic skills and hold high expectations for all students to succeed) Increased by 0.3</p> <p>Girls and boys mean score increased by 0.3 from 2020. Current Year 6 students increased by 0.7 from the previous year and current Year 5 increased by 0.5 from the previous year.</p> <p>ADVOCACY AND SENSE OF BELONGING AT SCHOOL: (Students feel they have someone at school who consistently provides encouragement and can be turned to for advice). Increased by 1.3</p>

<p>The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School is increased by 3% from our baseline data.</p>	<p>Girls' mean score increased by 1.7 from 2020 and boys' mean score increased by 1.8 from 2020. Current Year 6 students increased by 1.3 from the previous year and current Year 5 increased by 2.2 from the previous year.</p> <p>SENSE OF BELONGING: (Students feel accepted and valued by their peers and by others at their school). Increased by 14%</p> <p>Girls increased by 11% from 2020 and boys increased by 17%. Current Year 6 students increased by 20% from the previous year and current Year 5 increased by 28% from the previous year.</p>
<p>Schools Excellence Framework tracking shows maintenance of all elements with identified improvements in learning culture and wellbeing themes as S&G or E.</p>	<p>Schools Excellence Framework shows maintenance of all elements in learning culture identified as sustaining and growing and wellbeing as excelling. Both these areas are the same as 2020 assessment.</p>



Playground activities

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$188,418.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sandy Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All students who received IFS allocation were supported academically and / or socially according to their personalised learning plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue support for students through employment of additional school learning support officers.</p>
<p>Socio-economic background</p> <p>\$127,781.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sandy Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Data driven practice • Reading and numeracy • High Impact Professional Learning • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • additional staffing to implement reading tutor programs to support identified students with additional needs <p>The allocation of this funding has resulted in: Funding was used to employ an additional student learning support officers in classes to implement reading programs for students with identified needs. These included the use of assistive technology to complete writing tasks related to text comprehension. A cooking program was implemented to allow students in Stage 3 to use literacy and numeracy skills to complete weekly lessons. Four classrooms were installed with touch panels to replace old equipment. Students requiring support to attend incursions or excursion accessed funds and additional resources for home reading was purchased. An additional school administration officer was employed to manage the library two days per week.</p> <p>After evaluation, the next steps to support our students with this funding will be: Specialist programs for students with identified needs in Year 6 meant that their transition to high school was more successful. The staffing of the library has been effective with the release from face to face component previously linked to the librarian role, being allocated to Science classes. That is, increased curriculum time in the classroom with library use integrated into the English block of literacy activities. Upgraded equipment</p>

<p>Socio-economic background</p> <p>\$127,781.19</p>	<p>has also provided classrooms with valuable learning resources.</p>
<p>Aboriginal background</p> <p>\$44,487.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sandy 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Reading and numeracy • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Additional SLSOs in Semester 2 provided support to Aboriginal students in Years 1 and 3. Reading resources were purchased that provided Aboriginal perspective for use across the school. The appointment of an AEO in the school was allocated but could not be filled. Events with community members that had been organised were cancelled due to Covid restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase community engagement in 2022 and appoint an AEO to support Aboriginal students and their families. The Aboriginal Education Committee to meet at least twice per term to ensure programs are in place to improve Aboriginal student outcomes and increase connections with the local community.</p>
<p>Low level adjustment for disability</p> <p>\$140,827.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Sandy Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Attendance • High Impact Professional Learning • Reading and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • purchase teaching resources to support mathematics and reading • partially funding Wellbeing Coordinator role with a focus on attendance monitoring and student engagement <p>The allocation of this funding has resulted in: Increased support for students across the school by providing instructional programs within the classroom. The Learning and Support teacher allocation of 0.9 is increased to a fulltime position, allowing additional time to</p>

<p>Low level adjustment for disability</p> <p>\$140,827.10</p>	<p>monitor intervention programs. Resources to support learning programs in mathematics and reading assisted with differentiation of tasks to meet students' learning needs. Release for staff to complete personalised learning plans (PLP) and adjustments to ensure programs are inclusive, providing individualised support. In 2021 19% of students had a PLP and 33% had adjustments to support learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue programs to support students through funding additional teaching staff. The program implementation will continue to be closely linked to classroom activities and student data monitored on a 3 weekly cycle to ensure flexibility of instructional groups.</p>
<p>Location</p> <p>\$5,983.97</p>	<p>The location funding allocation is provided to Sandy Beach Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Purchase of 10 new iPads for Stage 1</p> <p>After evaluation, the next steps to support our students with this funding will be: Technology will continue to be integrated into literacy and numeracy tasks to provide opportunities for differentiation of tasks.</p>
<p>Literacy and numeracy</p> <p>\$10,554.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sandy Beach Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Staff participating in professional learning to improve the quality of mathematics instruction. The focus areas were maths investigations in K-2 and multiplicative thinking in 3-6. Following the workshops staff planned learning activities and incorporated these strategies into mathematics class programs, with resources developed were applicable to support student engagement. Teachers also observed lessons of peers and participated in collegial discussions to further develop quality numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff in 3 to 6 to complete maths investigations PL to enhance quality numeracy sessions in the primary. Infants staff to trial the implementation of the new K-2 Mathematics syllabus, continuing to incorporate maths investigations into their teaching program.</p>
<p>QTSS release</p> <p>\$68,167.74</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sandy Beach Public School.</p>

<p>QTSS release</p> <p>\$68,167.74</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Additional weekly release for Assistant Principals for administrative duties as well as monitoring and evaluating teaching programs. Sessions were allocated to teaching staff to increase their understanding of assessment and analyse class data to guide teaching focus areas in numeracy and reading. Development of curriculum resources aligned to the school's strategic plan was completed through collegial meetings using this funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide additional release with a focus on teaching staff to improve teaching programs and rigorously analyse student data in PLAN2. With the increase of technology across the school, increased weekly time will be allocated utilising staff expertise to assist in overcoming hardware and software issues that occur.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sandy Beach Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Consistent school-wide assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Employed a literacy and numeracy intervention teacher who worked across 3 Kindergarten classes to coordinate and deliver targeted support in literacy and numeracy. The results showed that 45% were working at above grade expected benchmark level for reading in Term 4. Staff also commenced Heggarty's Phonemic Awareness program to improve students' understanding of sounds (phonemes) as a basis for early reading skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be allocated to the new position of Assistant Principal Curriculum and Instruction in 2022. This is a Department of Education initiative.</p>
<p>COVID ILSP</p> <p>\$156,349.69</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

COVID ILSP

\$156,349.69

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employing staff to provide online tuition to student groups in literacy/numeracy.
- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

Additional teacher support 3 days per week in Years 2, 3 and 4 and 4 days per week in Years 5 and 6. These teachers led groups in reading with understanding texts as a focus, and mathematics with quantifying numbers as a focus. An SLSO had increased hours to support Year 1 students in reading skills, with the program monitored by the class teachers. Reading intervention averaged 57 students per term and numeracy intervention averaging 40 students in semester one with more in class support targeted in semester two. All students were tracked using PLAN2 and reading benchmarks. The results showed growth for all students.

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

This funding will continue to be utilised in a similar manner in 2022 with additional teacher support targeted for students in Years 1 to 4 and school learning support officers conducting tutor programs in Years 5 & 6. Progress will be monitored through PLAN2 and data team meetings. The groups will be flexible with a focus on extension groups in Stage 2 numeracy included in the planning.



Counting on

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	187	177	185	208
Girls	169	169	171	170

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.5	94.2	91.4	91.5
1	92.5	91.8	93.9	92.2
2	92.6	93.2	91	92.4
3	92.2	93.2	92.3	90.8
4	92.3	91.5	92.7	91.5
5	90.6	91.5	92.5	90.9
6	89.4	91.6	92.7	90.4
All Years	91.7	92.5	92.4	91.4
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

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)	14.92
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	280,812
Revenue	4,171,027
Appropriation	4,110,923
Sale of Goods and Services	25,562
Grants and contributions	33,477
Investment income	265
Other revenue	800
Expenses	-4,034,419
Employee related	-3,713,790
Operating expenses	-320,629
Surplus / deficit for the year	136,608
Closing Balance	417,420

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.

	2021 SBAR Adjustments (\$)
Targeted Total	176,008
Equity Total	313,096
Equity - Aboriginal	44,487
Equity - Socio-economic	127,781
Equity - Language	0
Equity - Disability	140,827
Base Total	2,899,607
Base - Per Capita	88,820
Base - Location	5,984
Base - Other	2,804,803
Other Total	503,943
Grand Total	3,892,654

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.

Parent/caregiver, student, teacher satisfaction

Parent and community feedback is sought through P&C meetings, parent/ teacher interviews, newsletters, social media pages, formal and informal discussions with staff. The P&C committee meets monthly and communicate online when meetings were not held. They also oversee the running of the school canteen. Communication to the community is through online apps to give alerts regarding events, attendance and fortnightly newsletters. Due to COVID-19 restrictions there were few onsite community events in 2021. Feedback from the community regarding the teaching of Science and Technology with specialist teachers has been positive. Our library remains a hub for literacy with the organisational duties carried out by a school administration officer, rather than a teacher librarian and the annual book fair was highly successful.

In Semester 1, 80 students from Years 4, 5 and 6 completed the Tell Them From Me survey. In the social-emotional outcomes there was an increase in the following areas; participate sports 4%, sense of belonging 14%, positive relationships 5%, homework behaviour 9%, positive behaviour at school 8%, interest and motivation 8%. In the social-emotional outcomes there was an decrease in the following areas; values school outcomes 3%, participate in extracurricular activities 2% and effort 1%. In the area of skills challenge there was an increase of 3% however we are still below NSW Govt Norm but are equivalent to state norm for low skill low challenge. We have continued to see an improvement in the reduction of bully-victim data, decreasing by 6% in one year and 13% less than NSW Govt Norm.

Staff satisfaction is gauged through ongoing feedback to executive staff as well as through formal professional development plan meetings. Staff have opportunities to give input into whole school planning and provide feedback on achievement of the school's strategic directions and initiatives. Class teachers are supported with additional staff including teaching staff; literacy and numeracy intervention, learning and support teacher, Covid Intensive Learning program, multicategorical class teacher and Wellbeing Coordinator as well as school learning support officers.



Engaging in Science

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.



Staff celebrating NAIDOC Week.