

# 2021 Annual Report

## Sunshine Bay Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Sunshine Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

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

## School context

Sunshine Bay Public School is located on the Far South Coast of New South Wales in the town of Batemans Bay. We have a student enrolment of 320. This is spread over 13 classes and 1 Multi Categorical Class. Our identified Aboriginal and/or Torres Strait Islander population has been on the increase over the last few years, we are now sitting at 18.75%.

The school currently has 23 teachers, 2.44 administration and support staff along with a general assistant 2.5 days per week. The school has been engaged in the Early Action for Success since its inception, this gives us an Instructional Leader who works across Kindergarten to Year 2. Additional resources provide tiered intervention to improve Literacy and Numeracy outcomes for all students Kindergarten to Year 6. Staff are reasonably stable over the last few years.

The school has well maintained facilities with large grassed areas, two large fixed equipment and a very comprehensive library.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences and has a strong focus on environmental education.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically low student achievement, but expected growth in both reading and numeracy. This is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by *What Works Best*: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs that embed evidence-informed teaching strategies for every student in every classroom.

### 2. Evidence Informed Practice

Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

Current research will be a main focus of teacher development. Our focus in Literacy will continue to be phonics based whilst Numeracy will take strategies that have proven to work from TEN and TOWN.

### 3. Educational Leadership and Collaborative Practice.

Analysis of Tell Them from Me, staff data, we needed a focus on developing cross-curricular learning opportunities, teachers giving feedback to each other and setting of learning goals for students. In connection with Curiosity and Powerful Learning we will address these concerns across the school. Triads need to become an embedded part of our school culture as staff are informing us, as leaders, that this is where we are not performing.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Staff and school community are committed to students making regular progress across all learning areas. Students are motivated to deliver their best and continually improve. Teachers, parents and community work together to support student attendance so as to not negatively impact on student learning or well being.

### 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
- Numeracy
- Wellbeing and Attendance

### Resources allocated to this strategic direction

**English language proficiency:** \$28,268.82  
**Early Action for Success (EAFs):** \$171,513.00  
**Socio-economic background:** \$290,190.30  
**Aboriginal background:** \$74,870.87  
**Professional learning:** \$10,000.59  
**Integration funding support:** \$26,632.01  
**Low level adjustment for disability:** \$46,322.39

### Summary of progress

Our focus for 2021 was to increase the percentage of students in the top 2 bands for NAPLAN numeracy and reading. Our results have remained constant with a slight increase in percentage of students achieving in top 2 bands. After careful examination of NAPLAN, Check In assessments and school based assessments, priority areas have being set for 2022 Mathematics and English. High impact professional learning with be targeted towards these priority areas all staff and support will be provided to build teacher capacity. Two new AP's (Assistant Principal Curriculum and Instruction) will begin working at SBPS in 2022 to support these measures as well as two teachers continuing to support literacy and numeracy through our COVID support funding.

In order for students to achieve their personal best and have their wellbeing needs met, they need to be at school 90% of the time or above. Reaching this target was challenging in 2021 due to the nature of Home Learning. We were proud of the resilience and engagement that the majority of our school community demonstrated. Our school had nearly 60% of students achieving this which was the same percentage of students from schools in all our network. Continuing to promote the importance of attending 90% or above through our school app, Facebook and newsletter will continue to be a priority in 2022 as well as reminding parents of the ease of using our messaging service to inform the school of an absence, in order to reduce the number of unexplained absences from K-6. The Learning and Support Team will continue to be utilised to support student attendance and the students themselves will be informed about attendance and improvement in attendance will be celebrated.

### 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
Increase the percentage of students in the top 2 bands NAPLAN  Reading by an uplift of 11.63% on system negotiated targets.	Students in top two bands for reading was 29.14% this shows a decline of 0.025%
Increase the percentage of students in the top 2 bands NAPLAN Numeracy by an uplift of 9.86% on system negotiated targets.	Students in the top two bands for Numeracy was 14.89% this is a decline of 0.22%

Percentage of students achieving expected growth in reading in 66.2% - 71.2% in NAPLAN	Students achieving expected growth in reading was 54% an increase of 4%
Students attending school 90% to be an uplift of 25%	Attendance more than 90% is 56.1 and increase of 28%
Percentage of students achieving in the Top 2 Bands in NAPLAN Reading to see an uplift of up to 14.08% from 2019 data towards the lower bound target.	Top two bands in reading for year 3 equates to 39.13 and year 5 19.15%
Percentage of students achieving in the Top 2 Bands in NAPLAN Numeracy to see an uplift of up to 12.92% from 2019 data towards the lower bound target.	Top two band for Numeracy equate to 23.40% for year 3 and 6.38% for year 5.

## Strategic Direction 2: Evidence Informed Practice

### Purpose

Teachers should be experts in knowing why, how and what they teach. Building capabilities in evidence-based teaching enables teachers to select appropriate strategies, design interventions and evaluate their effectiveness to maximise student learning and progression

### 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 skills and use
- Implementing evidence-based practice
- Assessment

### Resources allocated to this strategic direction

**QTSS release:** \$16,966.00

**Literacy and numeracy:** \$12,895.70

**Professional learning:** \$10,000.00

### Summary of progress

The consistency of a whole school Scope and sequence in KLA areas has improved programming and the sequential structure supports teacher capacity and efficacy. This has enabled areas within KLAs to be further explored and revised practices to be embedded. Robust practices that are evidence based have improved staff understandings and delivery. The majority of teachers visibly track their data and this forms part of the feedback and goal setting within the classroom. The drilling down into data and consistent, regular analysis of information and its implications had been initiated earlier on in the year but was interrupted by the pandemic and subsequent lockdown. This next step of consistently analysing data not just as a class teacher but at stage or wholeschool level will refine educational direction.

### 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
Teachers routinely review and track data for their class.	Self - Assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Data skills and Use.
Programs reflect evidence-based practice.	Self - assessment against the School Excellence framework shows the school Sustaining and Growing in the element of Effective Classroom Practice.
Teachers demonstrate accomplished practice as observed using the CPL rubrics for Commit to Assessment for Learning and Connect Data to Feedback.	Self - Assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Data skills and Use.

### Purpose

Collective teacher efficacy is the shared teacher belief of the staff of the school to positively effect students. A school staff that collectively achieve great things is vital for the health of a school and if they believe they can make a positive difference then very likely will. Educational leadership and collaborative practice is key for improving our school and our student's outcomes.

### 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.

- Peer Observation
- Instructional leadership
- Effective collaboration

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$17,996.52

**Professional learning:** \$5,330.00

**Literacy and numeracy intervention:** \$22,423.60

**QTSS release:** \$43,577.72

### Summary of progress

The development of teacher efficacy and capacity was a direction that was very much at the forefront of Sunshine Bay Public School's direction in 2021. CPL had been introduced and peer observations and Triads had been initiated in Term 1. Collaboration between team members and mentoring of early scheme teachers was to be formalised and embedded. With the pandemic this was fast tracked and became a necessary component for delivering education whilst in lockdown. Although there was not a uniform approach across the school teachers were able to work together to produce worthwhile learning for home schooling. With the employment of an APC&I for 2022 this direction can be honed and developed to capitalise on these inroads.

### 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
All staff have received PL in CPL theories of action and have participated in peer observation processes (triads) including feedback dialogue.	Self Assessment against the School Excellence framework of Learning and Development is Sustaining and Growing <ul style="list-style-type: none"> <li>•</li> </ul>
Teachers are mentored by experienced colleagues. Expertise is shared amongst staff.	Self Assessment against the School Excellence framework for Educational Leadership is Sustaining and Growing <ul style="list-style-type: none"> <li>•</li> </ul>
Collaboration exceeds the state norm in the teacher Tell Them From Me Survey.	Self Assessment against the School Excellence Framework for Sustaining and Growing <ul style="list-style-type: none"> <li>•</li> </ul>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,243.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Sunshine Bay 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>• Wellbeing and Attendance</li> <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>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students gaining greater confidence in their ability to learn.  Time spent with individual students is invaluable.  Less incidents in playground and classroom for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue monitoring students results in social, emotional and academic</p>
<p>Socio-economic background</p> <p>\$290,190.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sunshine Bay 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>• Wellbeing and Attendance</li> <li>• Reading</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>• engage with external providers to support student engagement and retention</li> <li>• supplementation of extra-curricular activities</li> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  COVID has had a dramatic effect on attendance and wellbeing. All staff were trained in Berry St Education which has supported the students who are suffering from Trauma. Students are supported individually when needed. Social and emotional wellbeing is catered for by extra staffing and access to Executive staff when needed.. Interventionist has had a dramatic impact on students who are just below stage level. Of the 60 students she has worked with 55 have met stage outcomes in reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continuation of training all staff in Berry St Education. Looking into different aspects of how to improve attendance. Continue with interventionist. Targeted support given by SLSO's employed. Incorporate training into SLSO timetable.</p>

<p>Aboriginal background</p> <p>\$74,870.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sunshine Bay 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>• Reading</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 deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal numbers have remained static whilst school numbers have dropped dramatically. WE believe the input of the Aboriginal SLSO can be credited with this. Aboriginal attendance has improved with the majority achieving 85%. Our largest improvement was with one family from 35% to 65%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue employment of Aboriginal SLSO.</p>
<p>English language proficiency</p> <p>\$28,268.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sunshine Bay 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>• Reading</li> <li>• Numeracy</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> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students are supporting in their transition to the school environment. They work in groups with like individuals which supports social and emotional wellbeing. The use of the progressions allows targeted support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The EALD teacher we have had for over 8 years has left - our aim is now to find someone to replace this very valuable resource. Look at the use of our garden to support students in an informal environment</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Sunshine Bay Public School in mainstream classes who have a</p>

<p>\$169,652.19</p>	<p>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>• Wellbeing and Attendance</li> <li>• Other funded activities</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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being supported emotionally by executive when needed. Behaviour management can occur immediately and follow up given. Contact with parents is more regular and prompt.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with this form of approach as it has been successful.</p>
<p>Location</p> <p>\$7,607.45</p>	<p>The location funding allocation is provided to Sunshine Bay Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Allowing students who would normally not be able to attend activities the ability to attend. This adds to inclusion and all students having the same experience.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with this program.</p>
<p>Professional learning</p> <p>\$25,330.59</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sunshine Bay 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>• Numeracy</li> <li>• Implementing evidence-based practice</li> <li>• Peer Observation</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent</li> </ul>

<p>Professional learning</p> <p>\$25,330.59</p>	<p>writing</p> <p><b>The allocation of this funding has resulted in:</b>          Allowing staff to access external Professional Learning - even with COVID staff would need to be replaced if they were doing online training. It allowed all staff including SASS and SLISO to attend training. BERRY St is now embedded across our school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Look at other programs that need to be trained across the school EG Curiosity and Powerful learning.</p>
<p>School support allocation (principal support)</p> <p>\$17,996.52</p>	<p>School support allocation funding is provided to support the principal at Sunshine Bay Public School with administrative duties and reduce the administrative workload.</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>• Peer Observation</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>• Release of Executive to support Principal</li> <li>• Money towards Triads for Curiosity and Powerful Learning</li> <li>• Executive to observe for PDP observation</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          This allowed observations across the school in a Triad format as per Curiosity and Powerful Learning. It improved teaching and therefor improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Continuation of funding support to allow this to continue.</p>
<p>Literacy and numeracy</p> <p>\$12,895.70</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sunshine Bay 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>• Data skills and use</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Allowing access for all students to up to date resources. Subscriptions as needed</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Money now embedded in other areas.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Sunshine Bay Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</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 Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff understanding of curriculum, assessment, reporting of PLAN2 data has increased. This then has increased students learning and understanding of concepts. Staff engage in professional conversations with each other and the IL to deepen understanding. Consistent teacher judgement is more evident across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Using APCI to continue development of staff professionally.</p>
<p>QTSS release</p> <p>\$60,543.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sunshine Bay 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>• Data skills and use</li> <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>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff being given the time to have a deeper understanding of assessment and analyse the results. Time to have professional discussions with others including Principal, AP's and IL.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue, include time for further professional development across school to embed programs</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sunshine Bay 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</b></p>

<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Peer Observation</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Ensuring all staff are on the same page in regards to programs initiated across the school. Triads supported financially to allow staff to have feedback. PDP discussions were successful with AP's and Principal.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To engage and develop confidence in the triad process.</p>
<p>COVID ILSP</p> <p>\$171,100.00</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</li> <li>• releasing staff to analyse school and student data to monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - number</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individualized programs for students impacted by COVID. This has increased their capacity to remain ontrack and/or fill gaps that have occurred. Literacy and Numeracy progressions showed movement for targeted students. Groups were fluid and as goals were achieved students moved on.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of targeted students. Focus on years 3 and 5 in term 1 and then move to years 2 and 4</p>
<p>Carried Forward Funding</p> <p>\$112,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sunshine Bay 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employment of 13th Teacher to ensure that individual outcomes can be meet with a smaller cohort.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Was used to support teaching and learning so that class numbers were reduced. This allowed for greater individual attention. Behaviour</p>

<p>Carried Forward Funding</p> <p>\$112,000.00</p>	<p>management was supported as students could be spread amongst a greater number of classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with funding.</p>
<p>Per capita</p> <p>\$78,890.28</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sunshine Bay 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of classroom resources</li> <li>• Purchase of subscriptions for classrooms</li> <li>• Update of technology for stage 3</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Allowing equity amongst students - resources could be purchased for all students as needed. All students were given access to subscriptions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This will need to continue as we are a low economic area and students don't come to school resourced.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	144	152	167	148
Girls	165	152	147	141

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	92.7	78.7	84.5
1	91.3	91.2	83.5	88.2
2	93.2	88.9	84.9	90
3	93.6	89.9	82.7	89.6
4	91.1	91.8	79.3	87.9
5	92.2	89.9	82.4	89.7
6	92.5	91.1	80	89.7
All Years	92.3	90.7	81.6	88.7
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.03
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 Actual (\$)
<b>Opening Balance</b>	220,830
<b>Revenue</b>	3,766,205
Appropriation	3,731,424
Sale of Goods and Services	70
Grants and contributions	23,817
Investment income	94
Other revenue	10,800
<b>Expenses</b>	-3,834,476
Employee related	-3,638,510
Operating expenses	-195,966
<b>Surplus / deficit for the year</b>	-68,271
<b>Closing Balance</b>	152,559

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>	83,244
<b>Equity Total</b>	562,982
Equity - Aboriginal	74,871
Equity - Socio-economic	290,190
Equity - Language	28,269
Equity - Disability	169,652
<b>Base Total</b>	2,500,063
Base - Per Capita	78,890
Base - Location	7,607
Base - Other	2,413,565
<b>Other Total</b>	338,693
<b>Grand Total</b>	3,484,983

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

### Parent/caregiver

10% of parents replied to the parent carer survey, down on 2020. The majority of parents believed that they were happy with the school. Forms of communication are still raising concerns. Parents feel that notes are not getting home and they don't have access to technology to print them. We are looking into this. Most parents felt their children were being given the resources needed to learn. They appreciated the extra time given to their children via COVID, LaST and IL.

### Student

In the Tell Them From Me survey sense of belonging, expectations of success and Advocacy at school had increased since our last survey. 77% of students have a high advocacy/high expectations which is above state.

### Teacher

90%of staff replied to survey.

All staff were more than happy with their work environment. 2 staff suggested that their wellbeing needed greater support. All staff agreed they were supported by the executive team. COVID impacted on staffing, however staff felt they were supported within the guidelines.

# 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.