

2022 Annual Report

Pretty Beach Public School



PRETTY BEACH
PUBLIC SCHOOL



2902

Introduction

The Annual Report for 2022 is provided to the community of Pretty 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.

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Message from the principal

I feel extremely privileged to be the principal of Pretty Beach Public School, a school with a long history and many wonderful traditions.

I would like to acknowledge our beautiful students, who are to be congratulated on the growth and progress they have made throughout 2022, their first full year of learning at school since 2019 and for Year 2 students, their first ever full year of schooling.

I am immensely proud of my passionate and professional staff, both teaching and non-teaching, who are dedicated to creating a positive learning environment for our students through the delivery of quality teaching and learning and the provision of a broad range of extra-curricula opportunities which support their interests and talents.

I would like to acknowledge the connection we share with our community. Our parents, represented by an amazing P&C, and the broader community share in supporting the educational journey of students at Pretty beach Public School in so many positive ways.

This Annual Report is an overview of the school's achievements, programs, and activities for 2022. It describes the progress and success of students and the school, brought about by the commitment and dedication of our staff, and enhanced by parent support and participation. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Lisa Lewis

Principal

Message from the school community

Wow what a year! We really rebounded from the previous quiet few years dominated by COVID.

We welcomed a new Principal in Term 2, who has been a breath of fresh air and very supportive of everything the P&C wanted to achieve.

During 2022 we ran so many wonderful events that really brought our community together to have fun and raise funds. These included Out of the closet, Mr Goaty and Rigatoni for Tony Fundraisers, Easter Egg Hunt, Mothers' Day Breakfast, Shake your Bouddi 80's dance night, Fathers' Day Afternoon, Halloween Disco and Community Christmas Carols. A huge thank you to our P&C executive, in particular Melinda Schneider, Chris Razell, Kirsty Ireland Hopkins, Amanda Tipping and Georgia Gregerson and the many volunteers who stepped up to ensure these events were successful.

On the back of this amazing fundraising, we were able to make several donations to the school. These included \$2100 for classroom equipment, \$6000 for updated laptops and an additional \$13,000 for more laptops to enable the end of the 'Bring your own device' program for Years 5&6.

The oval upgrade was a huge achievement for the school this year and the P&C were able to contribute to these improvements via two successful Community Building Partnership Grants. A huge thank you to Troy Felice who was instrumental in completing the detailed paperwork required in applying for and securing these grants. It has been wonderful to see both the students and staff and the wider community enjoying the new amenities - this has really changed the way the children interact with the space.

2022 saw new leadership of the Strings Program and we thank Beth and Jeremy Cox for their dedication to support as many students as possible to have the opportunity to learn an instrument. Strings students performed at school assemblies, at 2 local concerts and those that met the required standard, at the Festival of Instrumental Music at the Opera House. We are planning to add recorders to this program in 2023.

I look forward to a year ahead that provides our community with the chance to come together on some exciting projects but also a year that ensures our projects are healthy and sustainable for all involved.

Abi Couchman

P&C President 2022

Message from the students

Reflections of a Year 6 student

If I could go back, what would I tell my Kindy self? I would tell myself to appreciate everything a bit more.

It feels like it will never happen but suddenly, it's your last Wednesday and you're at your last presentation assembly. You find yourself looking around at your school for the last time. You see your friends sitting at the back and you see the parents who have watched you grow from a tiny kindergarten kid to a slightly larger Year 6 kid.

You see the teachers, some of whom have been part of your life for the last 7 years and you realise how much they have done to create a rich and amazing learning environment for us. You see the oval - finally renovated and no longer the dust bowl you remember from the past, and the weather shed, and the kindy block, and this whole beautiful place, and you try to burn it into your memory - a safe place never to be forgotten.

But most importantly you see your community, your people. You know that even though you're about to leave this school and venture out on new adventures, you know that this school is proud of you. You will always be a part of this community. You will always belong here and these people will always be home for you.

Finally, I wish I had known in Kindy that one day I'd wish I could stay here forever, but I can't and that that's ok too.

School vision

Excellence, commitment and care

At Pretty Beach Public School we are committed to the pursuit of excellence for all. Within a culture of high expectations and high support, our professional staff maintain a relentless focus on improving teaching practice to maximise individual learning success. Developing the learning skills and personal and social capabilities of each child, we inspire and support students to become self-directed, resilient learners and responsible citizens.

Our inclusive learning environment is underpinned by a strong wellbeing framework and supported by parent partnerships, ensuring every student feels known, valued and cared for. At Pretty Beach Public School, students are at the heart of all that we do.

School context

Pretty Beach Public School was established in 1927 and has a strong sense of history, community and connection with its setting within the Brisbane Water peninsula and Bouddi National Park. With a current student population of 170 students, the school supports strong parent partnerships and a sustained reputation for valuing excellence for all within an inclusive school culture of high commitment and care. Students, staff, parents and the wider community are committed to working together in strong partnership towards the promotion of school excellence.

Alongside a high-quality curriculum, Pretty Beach Public School maintains a strong community focus on developing the arts, care and respect for the natural environment and the development of the whole child. Students are supported to develop a strong sense of citizenship, responsibility for self and others and a love of learning, underpinned by the school values of excellence, responsibility and respect. A wide range of opportunities in sport, debating and public speaking and the creative and performing arts enable our students to excel through a range of extra-curricular experiences. As part of the Kincumba Local Management Group (LMG), strong local partnerships within the local learning community assists students to manage milestone transitions with success and positivity.

Through our situational analysis, we have identified a need to further develop whole-school, data-driven practices that ensure all students are effectively supported to meet or exceed expected learning growth. Ongoing work is required to support teachers to successfully plan for and deliver quality differentiated instruction within the classroom to support the learning growth of all students, including those with additional needs and those identified as high potential and gifted. Through NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, developing structures for shared data discussions and consistent teacher judgement and using student data to reflect on and adjust teaching practice in the pursuit of improved student learning growth.

Directed by an ongoing focus on improving Learning and Support Team processes, interventions with individual students will be responsive to a range of academic and wellbeing data and will be closely monitored. Based on strong tiered systems of support, individual and targeted support will be provided for students with increased parent collaboration in the development of Individualised Education Plans. Pre and post assessments will be carried out to assess the impact of this support, for both academic and wellbeing interventions. A continued, planned focus on strengthening whole-school systems of support in the area of student wellbeing will remain a strong driving focus of strategic improvement planning. Focus areas include an explicit focus on social and emotional learning, extending our school-based positive wellbeing curriculum and ensuring high fidelity systems are utilised to individually measure and respond to student wellbeing with individualised intervention plans.

The involvement of parents as learning partners is highly valued and is considered essential in supporting individual learning success and in deepening and extending our inclusive, connected and supportive school community.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in numeracy and reading, we will develop and sustain whole-school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision, underpinned by evidence-informed strategies and embedded evaluative practice. All staff will use data driven practices to understand the learning needs of individual students and inform differentiated teaching.

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

Resources allocated to this strategic direction

Literacy and numeracy: \$18,454.05

Professional learning: \$9,852.02

Summary of progress

Reading and Numeracy

Throughout 2022, there was a strong emphasis on preparing teachers for the implementation of the new English and mathematics syllabuses. K-2 teachers participated in a range of high impact professional learning to develop their understanding of the new K-2 English syllabus, the role of decodable texts in the effective teaching of reading and to build their capacity to implement quality phonics instruction. Planning days provided opportunities for teachers to visit a number of Accelerated Adopter schools, where they could see the new syllabus in action, and to work together to develop and share resources and plan implementation. 3-6 teachers will participate in similar activities during 2023 in preparation for the implementation of the 3-6 English syllabus

All teachers K-6 continued to implement Relational Mathematics during 2022 whilst completing an extensive series of professional learning to support their understanding of the new mathematics syllabus. This professional learning revealed strong alignment between the research and pedagogy underpinning the new syllabus and that of Relational Mathematics. This had a highly positive impact on teachers' confidence both in their current teaching practice as well as their capacity to implement the new syllabus successfully.

In Semester 2 the school received Strategic School Support in numeracy. During ten weeks of intensive support, teachers engaged in whole school professional learning which increased their capacity to plan and implement challenging tasks, develop effective assessment and analyse data to inform their teaching practice in mathematics. This learning will continue in 2023 where strengthening data informed practices in literacy and numeracy will be a priority.

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 2022 system-negotiated targets: <ul style="list-style-type: none">• Between 76% and 80% of students perform in the top two NAPLAN bands in Reading (lower and upper-bound system-negotiated target range).	In the 2022 NAPLAN Reading assessment, 72.7% of students achieved in the top 2 bands. This was a 6.7% increase on 2021 results, however, we did not reach our target of 76%.
Achievement of 2023 system-negotiated targets: <ul style="list-style-type: none">• Between 57% and 64% of students perform in the top two NAPLAN bands in Numeracy (lower and upper-bound	In the 2022 NAPLAN Numeracy assessment, 56.3% of students achieved in the top 2 bands. This was a 20.3% increase on 2021 results, however, we did not reach our target of 57%.

system-negotiated target range).	
More than 70.1% of students (system-negotiated target base-line) achieve expected growth in NAPLAN Reading.	Growth data is not available as growth could not be measured due to NAPLAN not being conducted in 2020.
More than 64% of students (system-negotiated target base-line) achieve expected growth in NAPLAN Numeracy.	Growth data is not available as growth could not be measured due to NAPLAN not being conducted in 2020.

Strategic Direction 2: Whole-school wellbeing

Purpose

In order to maximise social and emotional student learning outcomes for every student so that they can connect, succeed and thrive in their learning, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. We will develop and sustain whole-school systems and processes for collecting and analysing wellbeing data to ensure the implementation of appropriate wellbeing support, underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$5,253.31

English language proficiency: \$2,400.00

Low level adjustment for disability: \$60,245.11

Integration funding support: \$26,606.00

QTSS release: \$22,984.00

Literacy and numeracy: \$2,135.56

Summary of progress

Wellbeing and Engagement

During 2022, there was a strong focus on developing a consistent approach to student well being and management. This was driven by Tell Them From Me data, staff surveys, other parent feedback and discussions with students. Focus areas included the review and refinement of Learning Support systems and processes to support personalised learning, developing teachers' understanding of the Inclusive, Engaging & Respectful Schools Policy and the resources available to support its implementation, the introduction of an evidence-based Social-Emotional learning program, Zones of Regulation, and an improved student attendance strategy. Our behaviour management and reward system was reviewed and aligned more closely to this new policy and Sentral incident management and PBL lessons were updated to reflect this. All Learning Support systems and documentation were evaluated and refined to reflect best practice and an updated policy and new documentation was created and shared with staff. The Executive Team established and implemented a school Attendance Strategy that clarified staff roles and responsibilities regarding attendance, and provided clear processes to monitor, follow up and document absences and the systematic analysis of attendance data at teacher, Stage and Executive level. Priorities for 2023 will include embedding new attendance and Learning and Support systems, consolidation of the Zones of Regulation program and the introduction of student-led PBL lessons.

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 attending more than 90% of the time to be at or above the lower bound system-negotiated target of 83.4%.	<p>Student attendance in 2022 was impacted significantly by COVID. Data indicates that students attending more than 90% of the time decreased significantly to 47%, meaning we fell short of our target of 83.4%.</p> <p>Interestingly, when 'Explained - sick' data was removed, the percentage of students attending more than 90% of the time rose to 87%.</p>
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 89.6%.	Tell Them From Me student data indicates 95.6% of students report a positive sense of wellbeing (advocacy, positive sense of belonging, expectations), 6% above our system-negotiated baseline of 89.6%

Strategic Direction 3: Parents as learning partners

Purpose

In order to maximise learning outcomes for every student, there will be a planned approach to engaging in strong collaboration between parents and carers. Whole school teaching, learning and reporting processes will be developed that support high levels of parent understanding of and engagement in student learning, underpinned by evidence informed strategies and embedded evaluative practice.

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.

- Parents as learning partners:
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$1,494.58

Professional learning: \$2,668.86

Summary of progress

Parents as learning partners and Community Connections

During 2022 staff collaborated in the development of a new student academic report format to ensure that student reports aligned more closely to DoE policy and allowed teachers to provide every parent with information about their child's strengths and areas for development in English and mathematics. Plans to maximise opportunities for parents and teachers to work in partnership to enhance the learning and well being of every child were hampered somewhat by COVID and this will remain a strong focus in 2023. A P&C Uniform Committee was established to investigate options for a new school uniform. One of their first actions was to modernise the current school logo and this was achieved with feedback from students, staff and parents. This year saw the establishment of an Aboriginal Education team who led a range of professional learning activities to strengthen Aboriginal Education programs at PBPS and enhance learning opportunities for Aboriginal students. We held our first Parent Yarn in Term 3 and have already made plans for subsequent events in 2023. A comprehensive review of the school's communication systems was conducted and the data collected from students, staff and parents will inform our planning for 2023.

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
Feedback collected from the school community in regard to systems established, reviewed and implemented in 2022 is positive.	A broad range of feedback was sought from the school community in regard to school systems and practices. The majority of this feedback was positive.
Personalised Learning and Support Plans (PLSPs) and Personalised Learning Pathways (PLPs) are collaboratively developed and reviewed for identified students.	Personalised Learning and Support Plans (PLSPs) were collaboratively developed and reviewed for 100% of identified students. All plans included SMART goals and supported the effective differentiation of teaching.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,606.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pretty 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • Staffing release for targeted professional learning around Zones of Regulation • Consultation with external providers for the development and implementation of behaviour and support plans. <p>The allocation of this funding has resulted in the following impact: 100% of integration funded staff are effectively deployed to support students with additional learning needs in all learning environments. Students have been allocated individual support based on identified needs and funding allocation. This additional support and intervention has resulted in all identified students demonstrating improvement in learning and wellbeing outcomes. All teachers have been trained in Zones of Regulation to support the social and emotional learning of all students.</p> <p>After evaluation, the next steps to support our students will be: Additional support will continue to be provided to students who attract Integration Funding Support. Zones of Regulation will be fully implemented across the school in 2023.</p>
<p>Socio-economic background</p> <p>\$5,253.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pretty 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support small group targeted intervention in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Equity funding was used to ensure that all students were able to participate in a range of incursions and excursions, as required. Funding was also allocated to supplement an SLSO who provided targeted support for small groups of disadvantaged students with a focus on improving literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023, funding will be used in a similar way however, support for students will be provided within classrooms and under the guidance of classroom teachers and the Learning Support Team.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$1,494.58</p>	<p>needs of Aboriginal students at Pretty 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"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: There has been a greater emphasis on Aboriginal Education during 2022. There was a strong focus on establishing links across LMG and AECG schools to maximise cultural opportunities for our students. We held our first Yarn Up with all Aboriginal students and parents in attendance and this initiative will continue in 2023. PLP processes were reviewed and refined and all staff completed Cultural Awareness training. 100% of our Aboriginal students achieved in the top two bands in Reading and Numeracy in 2022 NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: The Aboriginal Education team will continue to build on and drive schoolwide improvement in Aboriginal Education with a strong focus on building connections within the community. Professional Learning to develop teachers' capacity and confidence in teaching about Aboriginal histories and culture will be a focus in 2023.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pretty Beach Public School.</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 and Engagement <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Student progress showing growth on the EAL/D learning progressions. Newly developed, personalised EAL/D reports to parents for 100% of students requiring EAL/D support at school.</p> <p>After evaluation, the next steps to support our students will be: The engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. Continuation of the PLSP process to maintain close contact with parents and caregivers.</p>
<p>Low level adjustment for disability</p> <p>\$60,245.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Pretty 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 and Engagement

<p>Low level adjustment for disability</p> <p>\$60,245.11</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 100% of students with disability and additional learning needs have Personalised Learning and Support Plans (PLSPs) developed, implemented and evaluated. The LaST and SLSOs provided differentiated support to students identified as having additional learning needs via a withdrawal-based program (Semester 1) and an in-class model of support (Semester 2).</p> <p>After evaluation, the next steps to support our students will be: New Learning and Support systems, processes and documentation will be implemented in 2023 to ensure a systematic approach to the identification of students with additional learning needs. SLSOs will continue to provide support to students via an in-class model of support whilst the LaST will provide support to our most 'at risk' students with a balance of withdrawal and in-class support.</p>
<p>Professional learning</p> <p>\$12,520.88</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 Pretty Beach Public School.</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"> • Reading • Numeracy • Community Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • participation in a wide range of professional learning to develop understanding of the new K-2 English and mathematics syllabuses. • participation in professional learning to develop understanding of Aboriginal histories and culture. <p>The allocation of this funding has resulted in the following impact: This allocation of funding has provided teachers with opportunities to work collaboratively to develop their understanding of the new K-2 curriculum. High impact professional learning was completed and teachers spent time visiting local schools, engaging in professional conversations and learning and planning together.</p> <p>After evaluation, the next steps to support our students will be: The APCI will continue to lead staff through the implementation of new curriculum. Staff will continue to engage in collaborative practice and professional learning,</p>
<p>Literacy and numeracy</p> <p>\$20,589.61</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pretty 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"> • Reading • Numeracy • Wellbeing and Engagement <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>Literacy and numeracy</p> <p>\$20,589.61</p>	<ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: This has resulted in improved teacher practice in the areas of Literacy and Numeracy. Quality resources have been purchased to support quality teaching and learning. Assessment data is collected, analysed and used to track student progress and drive teaching and learning. 2022 NAPLAN Reading data indicated that 72.7% of students achieved in the top 2 bands which was a 6.7% increase on 2021 results. 2022 NAPLAN Numeracy data indicated that 56.3% of students achieved in the top 2 bands which was a 20.3% increase on 2021 results.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to build teacher capacity and ensure that quality resources are available to support teaching and learning.</p>
<p>QTSS release</p> <p>\$32,407.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pretty Beach Public School.</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 and Engagement Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional teaching staff to implement learning and support initiatives <p>The allocation of this funding has resulted in the following impact: QTSS funding was used to increase the allocation of Learning and Support, which provided greater support to students and allowed for school processes to be reviewed and refined. The remainder of funds were used to release Assistant Principals to collaborate and plan for school improvement.</p> <p>After evaluation, the next steps to support our students will be: Funds will continue to be used to top up our Learning and Support allocation and to release Assistant Principals to support teachers in the implementation of quality teaching,</p>
<p>COVID ILSP</p> <p>\$24,387.00</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 2022.</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"> providing intensive small group tuition for identified students based on their performance in NAPLAN and school based assessments. <p>The allocation of this funding has resulted in the following impact: Analysis of data revealed that the targeted small group tuition groups in Literacy and numeracy have been effectively implemented for the target focus groups of Year 2 and Year 4 as part of the COVID ILSP, 2022. Data revealed that: 100 % of students that participated in the MiniLit and MacqLit programs increased their recognition of sight words and word attack strategies. 65% of students that participated in the Reading Comprehension groups improved their WARP (average words correct per minute). 100% of students (19 students) made academic growth in the selected focus areas in Numeracy.</p>

<p>COVID ILSP</p> <p>\$24,387.00</p>	<p>89% of students were able to use the strategies that they were taught in small group sessions back in class.</p> <p>95% of students felt supported and valued during the sessions and felt safe to take risk and ask questions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuation of the COVID ILSP program will be dependent on funding. If funding continues, the program will run similarly to the way it ran in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	91	96	94	97
Girls	87	87	76	76

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	93.3	94.3	90.2
1	91.1	92.3	93.6	84.4
2	90.5	94.9	94.4	84.8
3	86.5	94.0	92.2	86.2
4	92.1	92.7	91.9	86.1
5	90.5	95.2	89.9	87.5
6	89.4	89.7	93.8	85.4
All Years	90.4	93.1	92.9	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	300,075
Revenue	1,922,117
Appropriation	1,720,379
Sale of Goods and Services	37,572
Grants and contributions	162,722
Investment income	1,444
Expenses	-1,989,771
Employee related	-1,582,367
Operating expenses	-407,404
Surplus / deficit for the year	-67,654
Closing Balance	232,421

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	69,393
Equity - Aboriginal	1,495
Equity - Socio-economic	5,253
Equity - Language	2,400
Equity - Disability	60,245
Base Total	1,485,261
Base - Per Capita	42,956
Base - Location	0
Base - Other	1,442,305
Other Total	83,212
Grand Total	1,637,866

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

2022 was a year of change and refinement. Staff spent time identifying things that they valued, things that they would like to change and things that they believed needed to be celebrated. Many school systems and processes were reviewed and refined ready for implementation in 2023. Internal staff surveys that all staff feel they have a supportive and collaborative team culture, with a strong executive. They report that the school atmosphere is always positive as students are consistently showing respectful behaviour and an eagerness to learn. During 2022, all staff participated in professional learning to support new curriculum reform. Continuing this journey, developing a new assessment schedule with quality, rich tasks and strengthening data informed practices in literacy and numeracy will be a priority in 2023.

Students embraced the return to normal school life post COVID, participating in a broad range of extra-curricula activities and welcoming parents and community members back on site. The upgrade of the school oval has been amazing and has also had a significant positive impact on students. This has been confirmed by our Tell Them Me Data (TTFM) where 95.6% of students report a positive sense of wellbeing which is 3% higher than 2021 and 6% above our system-negotiated baseline of 89.6%. When asked about what they value most at school, student responses had a common theme about friends, teachers, the community and the beautiful environment. Student attendance in 2022 was impacted significantly by COVID with data indicating that students attending more than 90% of the time decreased significantly to 47%, meaning we fell short of our target of 83.4%. This will continue to be a focus in 2023.

With COVID restrictions lifted, the school welcomed parents back on site as classroom helpers and to school events and celebrations. The P&C coordinated a significant number of community fundraising events which were all highly successful. Whilst feedback from parents during 2022 was mostly positive, TTFM data revealed the school mean for 'Parents feel welcome' was 6.7 (NSW Gov. norm 7.4) and 6.2 for 'Parents are informed' (NSW Gov. norm 6.6). This highlighted the need to streamline school communication systems and to provide more opportunities for parents to work in partnership with teachers to enhance the learning and well being of their children.

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.