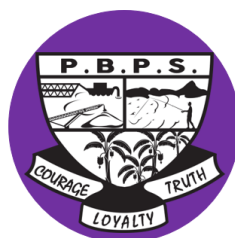


# 2022 Annual Report

## Pottsville Beach Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Pottsville Beach Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Pottsville Beach Public School

Tweed Coast Rd

Pottsville, 2489

<https://pottsville-p.schools.nsw.gov.au>

[pottsville-p.school@det.nsw.edu.au](mailto:pottsville-p.school@det.nsw.edu.au)

6676 1161

## School vision

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

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

## School context

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

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

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

Pottsville Beach Public School has a student enrolment of approximately 560 students, with approximately 6% of students who identify as Aboriginal and / or Torres Strait Islander and approximately 5% of students having English as an Additional Language or Dialect (EAL/D).

The school community is very supportive and the school has a proud history of being a 'community' school. The community likes to be involved in all aspects of school life and we are committed to providing an active role through positive partnerships for parents and community members.

Pottsville Beach PS aims to promote all aspects of the curriculum and has a successful sporting program.

The situational analysis showed the following:

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



## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

### Self-assessment using the School Excellence Framework

Elements	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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

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

### Initiatives

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

- Instructional Leadership
- Effective Classroom Practice

### Resources allocated to this strategic direction

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**QTSS release:** \$109,404.79

**Literacy and numeracy intervention:** \$108,600.35

**Literacy and numeracy:** \$8,104.17

**Professional learning:** \$41,246.51

**Aboriginal background:** \$5,000.00

**Low level adjustment for disability:** \$5,000.00

### Summary of progress

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Our focus for 2022 was Instructional Leadership and Effective Classroom Practice. Whilst engaging as a self-selector school for the new Curriculum Reform, we worked closely with and provided feedback to the NSW Department of Education in collaboration with other schools, including Accelerated Adopter schools. Our Assistant Principals led collaborative stage planning days each term to deliver consistency in effective classroom practice from Kindergarten to Year 6.

This has involved high impact professional learning, delivered through our Professional Learning Plan and a strong focus on Literacy, including effective reading instruction and spelling. Our Assistant Principals, as Instructional leaders supported our K-2 staff who engaged with micro-learning and implemented the new K-2 English and Mathematics syllabus by contextualising units and providing quality feedback and evaluation to support improvements which were then delivered by the NSW Department of Education. Our Years 3-6 staff engaged with Dr Tessa Daffern to build their knowledge in 'The Components of Spelling' professional learning, use of the Spelling diagnostic tool and the Assessing Literacy and Numeracy (ALAN) to track learning and inform quality teaching.

As a result, staff have demonstrated improved teacher pedagogy and effective classroom practice which has resulted in improved student outcomes. All K-2 staff have implemented new syllabus, adapted school systematic processes to align with changes. Teachers have implemented evidence-based teaching strategies, including the gradual release of responsibility and cognitive load theory, which were addressed through teaching and learning programs. This will also support 3-6 implementation of the new syllabus. Professional learning in curriculum reform has supported strong foundations that will support staff to transition smoothly to the implementation of the new 3-6 English and Mathematics syllabuses in 2024.

Next year, our focus will be the delivery of high impact professional learning for all staff on best practice in current mathematical pedagogy, centred around the Big Ideas in Maths and engaging with professional learning delivered by Dianne Siemon in collaboration with schools across our Tweed Coast and Wollumbin Networks. Professional learning in 2023 will also support Curriculum Reform implementation for Years 3 to 6 staff and a move from whole-day Stage Collaboration days to fortnightly sessions with the strategic support of the newly appointed Assistant Principal, Curriculum and Instruction and Assistant Principals as Instructional leaders to focus on building data literacy skills, systematically use data to measure impact to inform effective classroom practice and effective implementation of a new Assessment Scope and Sequence K-6.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum uplift of 6.3% of students achieving top two bands in NAPLAN reading to meet or exceed the system-negotiated lower bound target.	2022 NAPLAN data indicates 45.09% of students are in the top two skill bands (NAPLAN) for reading indicating the school has not yet achieved the system negotiated target.
A minimum uplift of 7.6% of students achieving top two bands in NAPLAN numeracy to meet or exceed the system-negotiated lower bound target	2022 NAPLAN data indicates 23.39% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school has not yet achieved the system negotiated target.
A minimum uplift of 5.6% of students achieving expected growth in NAPLAN reading to meet or exceed the system-negotiated lower bound target	Student achievement data is unavailable for this progress measure in 2022 due to an absence of comparison data because of the 2020 cancellation of NAPLAN.
A minimum uplift of 6% of students achieving expected growth in NAPLAN numeracy to meet or exceed the system-negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 due to an absence of comparison data because of the 2020 cancellation of NAPLAN.



## Strategic Direction 2: Quality Teaching and Collaboration

### Purpose

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

### Initiatives

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

- Learning Walks
- English Textual Concepts

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$6,460.00

### Summary of progress

Our focus for 2022 has been through the continuation of English Textual Concepts and Learning Walks by using embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing, school-wide improvement in teaching practice and student results. This has involved implementation of Personal Development Plans and Learning Walks and lesson observations provided opportunities for professional dialogue to improve classroom practice and to celebrate achievements and successes in consistency of quality teaching and programming across the school. Termly Program Checklist meetings have led to improved collaboration and continuity of learning for students, as all staff moved to using the Pottsville Beach PS Microsoft Teams platform. Digital programs were developed by staff using a consistent program template to ensure that all NESA requirements, as identified as areas for growth through our involvement in Curriculum and Policy monitoring (CPM) in 2021, were included.

Principal, Deputy Principal & Stage Assistant Principal Learning Walks focused on explicit teaching and stage-wide consistency of practice. Assistant Principals, Deputy Principal & Principal reflected on what was happening within stages and reflected on shifts in practice and 2022 directions to support effective classroom practices. The 'What Works Best' areas of High Expectation, Explicit Teaching and Classroom Management were explored. Executive staff discussed observations, feedback and future directions. This information was then used by the executive team to guide stage-based discussions that aligned to our school strategic directions.

During Stage Planning Days in Term 2 & Term 3 staff discussed the protocols for learning walks. Staff were given the opportunity to contribute and collaboratively construct learning walk protocols. Staff had the opportunity to self-select for involvement in the following phase of Learning Walks. The feedback from staff was for ES1 & S1 staff to build teacher quality and improved practice in the teaching of phonics and S2 & S3 to improve teacher quality and improved practice in the explicit teaching of spelling. As a result, 19 out of 29 teachers were involved as either teachers or walkers, within the Learning Walks initiative in 2022. Teacher engagement was impacted during Terms 2 and 3 due to COVID restrictions and staff shortages in the local casual teacher pool.

In 2023, our next steps will include building upon the success of our Learning Walks initiative, with the inclusion of 100% of teachers engaged as walkers and teachers. We are committed to exploring opportunities for Learning Walks to occur both within and beyond our school, through our Coastal Learning Community (Kingscliff High School and partner primary schools - Bogangar PS, Cudgen PS, Durambah PS, Fingal PS and Kingscliff PS) to build teacher quality and collaboration experiences for the benefit of all students. This will support the transitions of students from preschool to primary school, K-1, 2-3, 4-5, and from primary to high school). This will include a sustained focus on effective implementation of English Textual Concepts through collaboration and quality programming, supported by our new Assistant Principal, Curriculum and Instruction.

### 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

<p>60% of teachers participate in observations based on the Learning Walks Model with an emphasis on identified elements.</p>	<p>In 2022, 65% of teachers participated in observations based on the Learning Walks Model with an emphasis on identified elements.</p>
<p>An improvement in the themes of 'Learning Culture,' 'Curriculum,' 'Learning and Development,' and 'Educational Leadership' to the level of Sustaining and Growing as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at the level of Sustaining and Growing in the themes of Learning Culture, Curriculum, Learning and Development, and Educational Leadership.</p>





## Strategic Direction 3: Engagement and Wellbeing

### Purpose

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

### Initiatives

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

- Positive Behaviour for Learning
- Engagement

### Resources allocated to this strategic direction

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**Socio-economic background:** \$64,546.97

**Low level adjustment for disability:** \$172,414.32

**Integration funding support:** \$209,885.00

**Aboriginal background:** \$25,104.20

### Summary of progress

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Our focus for 2022 included a variety of strategic activities aligned to our two main initiatives of Positive Behaviour for Learning and Engagement. This has involved our Assistant Principal - Stage 3 and Wellbeing, leading our Positive Behaviour for Learning team to evaluate and update school procedures and processes in line with school data collected on Sentral and with the new Inclusive, Engaging and Respectful Schools reform initiatives (Inclusive Education Policy for students with disability; Student Behaviour Policy and Procedures; and, Restrictive Practices Framework). The introduction of Open Mic lunchtime sessions, as a part of our Wellbeing Wednesdays schedule was hugely successful. Our Science Teachers engaged with STEM Coastal Learning Community to plan activities for students, which included designing and making arcade games and solar cars. Student Leadership experiences were offered through our Student Representative Council (SRC) Potty Parliament, which included our SRC Executive, SRC class representatives and our Sports House Leaders.

Aboriginal Education was a focus for staff engagement in 2022, with the Principal and one Assistant Principal attending the Tweed Wollumbin AECG Connecting to Country professional learning program and some First Nations teachers attending the local Connecting for Change initiative. All staff were collaboratively involved in the following professional learning experiences: Aboriginal Cultural Education - Let's take the first step together and Personalised Learning Pathways delivered by the Aboriginal Education and Wellbeing Officer, Teaching Quality and Impact Directorate.

As a result, Executive staff explored further planning and new opportunities for the future in Aboriginal Education. Our PBL team has committed to sustained improvements in the implementation of PBL for the benefit of all students as safe, respectful learners.

In 2023, our next steps will include:

- collaborative development of the new School Behaviour Support Management Plan, with strong engagement of students, staff, parents and carers. Professional learning for staff in relation to the Inclusive, Engaging and Respectful Schools reform.
- Positive Behaviour for Learning - Action Plan for 2023. This will include consistent signage across the school, classroom-tiered implementation of rules-encompassing rights and responsibilities for a deeper level of student voice and an enhanced rewards system.
- Redirecting funding of Music Tuition from approximately 40 students, to providing a Musical Education platform for all teachers to deliver quality, contemporary musical education experiences for all students from Kindergarten to Year 6. We will also explore the option of Music Tuition, as an extra-curricular self-funded option for individual students.

A significant focus for 2023 will be our commitment to enhancing teacher quality in building knowledge of First Nations Culture and Language for all students. This will include:

- First Nations Team meeting each term for Yarn Ups with Parents and Carers.
- Updating Personalised Learning Pathways to capture student, parent, and teacher voice, as we work in genuine partnerships to support improved learning outcomes and educational aspirations of individual students.
- First Nations lessons for students to build teacher capacity.
- Continued engagement with the Tweed Wollumbin Aboriginal Education Consultative Group (AECG).
- First Nations Leaders positions as part of our Student Representative Council executive team.

- Staff engagement in the local 'Connecting for Change' initiative.
- Student engagement through the YULI transition program.
- High impact professional learning for all staff throughout 2023 - including our Term 1, Day 2 Staff Development Day focusing on Aboriginal Education.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Uplift the proportion of students attending school >90% of the time to be above the system-negotiated baseline target.	The number of students attending at least 90% of the time has decreased by 11.26% since 2022, which is below the system-negotiated baseline target.
Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) improves by a minimum uplift of 2.7% to meet or exceed the system-negotiated target lower bound target.	Tell Them From Me (TTFM) data indicates 82.99% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is below the lower bound target of 92.6%.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$209,885.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pottsville Beach Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• additional staffing to assist students with additional learning needs.</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Individual Education Plans being developed and implemented in consultation and positive partnerships with parents/carers, Learning and Support staff, School Psychologist, Wellbeing Teacher, external agencies and therapists to support the individual learning and wellbeing needs of all students.</li> <li>• Learning and Support Team processes have been evaluated, leading to the development of the 'Transition timeline' and 'Learning Support Team Flow Chart', which has streamlined processes and supported consistency across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to review the Individual Education Plans to ensure effective and efficient implementation that more closely aligns to and supports the NDIS goals of the student ensuring that the students' educational needs are met.</li> <li>• to provide ongoing employment of School Learning Support Officers (SLSO) to support students and staff in catering for the individual needs of students to ensure successful engagement and individual success in learning, behaviour and wellbeing.</li> <li>• to provide targeted professional learning experiences for SLSOs, in Literacy and Numeracy intervention, and in line with the new Curriculum Reform implementation and Inclusive, Engaging and Respectful schools reform initiative.</li> <li>• to enable the Learning and Support Team and Executive Team to ensure scheduled time is available and necessary supports provided to ensure quality development and implementation of Individual Education Plans.</li> </ul>
<p>Socio-economic background</p> <p>\$64,546.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pottsville Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of a Wellbeing Teacher to facilitate evidenced-based programs, including existing commercial and teacher developed programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Students increased sense of satisfaction, happiness, and effective social functioning.</li> <li>• Students feeling valued, safe, and supported.</li> </ul>

<p>Socio-economic background</p> <p>\$64,546.97</p>	<ul style="list-style-type: none"> <li>• Building trust and dependable relationships with adults at school.</li> <li>• Student participation &amp; student voice, providing empowerment and agency.</li> <li>• Positive sense of identity, students coming to know themselves.</li> <li>• Privileging the students lived experience in relation to counselling and Art therapy processes.</li> <li>• Decreased presentation of anxiety.</li> <li>• Empowerment and autonomy in regulation of emotions and actions when experiencing heightened states for students.</li> <li>• Improved peer-relations, with abilities and skills enabling conflict resolution without authority involvement.</li> <li>• Parents requesting support from wellbeing teacher for a variety of school, home, and health issues, leading to stronger school and community ties.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• To continue to employ a Wellbeing Teacher 2 days per week to support transition of students across the school and to continue with the range of programs to support student wellbeing needs from Kindergarten to Year 6.</li> </ul>
<p>Aboriginal background</p> <p>\$30,104.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pottsville Beach Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Coastal Learning Community YULI program for students in Years 5 and 6.</li> <li>• community consultation and engagement to support the development of cultural competency.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• professional learning and engagement experiences for First Nations staff members and all staff to build teacher and leader knowledge and capacity for the benefit of all students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• 100% of Aboriginal and Torres Strait Islander students being supported by a Personalised Learning Pathway.</li> <li>• YULI program supported the transition of students from our school to Kingscliff High School.</li> <li>• First Nations staff worked collaboratively with wider networks in the 'Connecting for Change' initiative and engaged in professional learning experiences with the Tweed Wollumbin AECG which built teacher and leader cultural competency, and resulted in the development of a strategic overview for 2023.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue evaluating and updating the Personalised Learning Pathways for the benefit of our students and scheduling termly (minimum) opportunities for teachers to connect with parents and carers.</li> <li>• to continue developing a First Nations Team, with representation from all areas of our school.</li> <li>• to maintain involvement with the YULI Coastal Learning Community program to support student transition to Kingscliff High School and strengthen their connection to language and cultural experiences.</li> <li>• to facilitate regular Yarn Ups with Parents and Carers supporting family engagement in authentic partnerships.</li> <li>• to continue developing First Nations Lessons for students to build</li> </ul>

<p>Aboriginal background</p> <p>\$30,104.20</p>	<p>teacher capacity and enhance educational experiences and knowledge for all students from Kindergarten to Year 6.</p> <ul style="list-style-type: none"> <li>to continue delivering high impact professional learning for all staff - including our Term 1, Day 2 Staff Development Day focusing on Aboriginal Education.</li> <li>to continue our engagement with the Tweed Wollumbin Aboriginal Education Consultative Group.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$177,414.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Pottsville Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective Classroom Practice</li> <li>Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>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 and/or whole school setting.</li> <li>providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>individual Education Plans for students from Kindergarten to Year 6 were developed and implemented.</li> <li>Behaviour Management and Risk Management planning was reviewed to ensure effective and impactful implementation of supports for individual students.</li> <li>the Learning and Support Team Flowchart and Transition Timelines were developed and implemented which led to a more consistent approach to tiered review, intervention of supports and a collaborative approach to supporting individual students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to engage School Learning Support Officers to work collaboratively with teachers to support students across the school.</li> <li>to provide professional learning experiences for all staff aligned to the Inclusive, Engaging and Respectful Schools reform areas.</li> <li>to provide collaboration time for teachers to work with Parents and Carers, NSW Department of Education teams, NDIS supports and external agencies to foster partnerships to better support the individual education and wellbeing needs of all students.</li> <li>to support the Learning and Support Team to strategically review the impact of funding throughout the year to ensure activities and strategic planning are meeting the needs of all students.</li> </ul>
<p>Professional learning</p> <p>\$41,246.51</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 Pottsville Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective Classroom Practice</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>K-2 teachers were involved in various professional learning opportunities to improve literacy practices at PBPS.</li> </ul>

<p>Professional learning</p> <p>\$41,246.51</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>consistency in the creation and implementation of teaching and learning programs, with improvements made following Curriculum Policy and Monitoring requirements being implemented from Kindergarten to Year 6.</li> <li>improved opportunities for continuity of learning for students through the use of digital programs and day books across the school, where casual teachers can easily access teaching and learning programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue providing high impact professional learning, including curriculum reform professional learning experiences for Years 3 to 6 teachers and School Learning Support Officers, supported by our Assistant Principals (AP), including AP Curriculum and Instruction, to enhance curriculum delivery and quality teaching and learning in all learning environments aligned to the new NSW syllabuses.</li> <li>to facilitate Stage collaboration through regular, fortnightly sessions where teaching and learning programs are evaluated and annotated, providing opportunities for consistent teacher judgement, evaluation and implementation of new assessment and reporting scope and sequence for K-6, backward-mapping of units and identification of syllabus outcomes and report indicators for effective programming and planning.</li> </ul>
<p>Literacy and numeracy</p> <p>\$14,564.17</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pottsville Beach Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Instructional Leadership</li> <li>Learning Walks</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>literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>targeted professional learning to improve literacy and numeracy.</li> <li>resources to support the quality teaching of literacy and numeracy.</li> <li>purchasing of literacy resources such as quality picture books for guided and shared instruction.</li> <li>updating reading resources to meet the needs of students.</li> <li>teacher release to engage staff in Dr Tessa Daffern's Spelling professional learning and 1 on 1 data insights sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>Quality teaching practices in effective spelling instruction and collaborative professional learning experiences to build teacher capacity.</li> <li>Professional learning sessions supported staff to discuss the data they collect and how to support the effective use of the progressions and PLAN2. It was noted through observations and feedback that staff require more professional learning to support their capacity to use PLAN2, SCOUT and check in assessments and triangulate this information with school-based assessments.</li> <li>K-2 staff are utilising PLAN2 to track phonics using the Assessing Literacy and Numeracy platform. However, this will continue to be a focus to ensure 100% of K-2 staff are updating PLAN2 regularly to track phonics progress.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to strategically monitor student data and progress to measure impact and better inform individual, class and whole-school planning. The use of ALAN is required to track student behaviours and performance beyond K-2. Further professional learning sessions on data skills and use for all staff and time provided to input student progress data. Time is also allocated during stage meetings to improve data literacy and input across</li> </ul>

<p>Literacy and numeracy</p> <p>\$14,564.17</p>	<p>the school.</p>
<p>QTSS release</p> <p>\$109,404.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pottsville Beach Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• the development of Assistant Principals as Instructional Leaders to drive the implementation of the Strategic Improvement Plan and whole-school improvement through Stage Collaboration Days, curriculum reform as a self-select school, the opportunity to share our learning with the Principals and Directors of Educational Leadership at the Tweed Coast and Wollumbin Principal Network day in Term 3 and the Curriculum Support Advisor English (K-6) to support curriculum reform implementation at and beyond Pottsville Beach Public School.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to embed the use of our new programming template to ensure that all NESA requirements are met and quality teaching and learning programs are developed and evaluated to support improved student learning outcomes across all key learning areas.</li> <li>• to strategically embed, high impact professional learning for staff, supported by our AP C&amp;I.</li> <li>• to facilitate fortnightly, year-based collaboration sessions for staff which are aligned to both NSW Department of Education and PBPS Strategic priorities and initiatives.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$108,600.35</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Pottsville Beach Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• the Instructional Leader working with Kindergarten to Year 2 staff to identify and address literacy and numeracy learning needs and implement differentiated and personalised intervention for students and professional learning support for staff.</li> <li>• additional staffing to support collaboration for staff in the development, implementation and review of high-quality teaching and</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$108,600.35</p>	<p>learning reading and numeracy programs, and the differentiated and individualised support for students to engage with learning at their point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to provide professional learning opportunities for teachers in data skills and use to support quality teaching using research-based pedagogy in both literacy and numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$131,373.00</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><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>• providing targeted, explicit instruction for student groups in literacy and/or numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• in the area of Literacy, the allocation of COVID ILSP funding has resulted in 83 students being supported with interventions around grapheme/phoneme correspondence and formation, phonological awareness and decoding and encoding skills. This included two EALD students with little spoken English at home.</li> <li>• most (99%) students demonstrating significant progress in all areas of the program when reassessed at the conclusion using the Minilit placement to measure gains.</li> <li>• class teachers received detailed information for each student pre and post program with suggestions for ongoing differentiation and in class support to ensure students' continuous improvement.</li> <li>• in the area of Numeracy, the majority of students demonstrated improvement from the timeframe of the administered formative assessment based on ALAN (PLAN 2) indicators in the focus area of 'Quantifying Number,' when compared to the summative assessment results of these same indicators.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to support our staff to continue using a variety of data and teaching interventions to identify students' ongoing areas of focus for in class and small group support.</li> <li>• to continue the COVID ILSP maths tutoring by targeting students using data sources (e.g., Check-in assessment/ PAT assessment results, teacher generated assessments based on ALAN 2 indicators) and tutoring students in the areas of need highlighted from the data.</li> </ul>







# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	328	299	294	290
Girls	307	281	270	284

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	94.6	95.0	91.6
1	91.5	94.0	90.7	91.0
2	92.7	94.0	92.4	90.9
3	92.0	93.1	91.9	89.9
4	92.1	92.5	91.4	90.4
5	90.5	92.5	91.0	87.7
6	90.5	92.3	91.2	89.5
All Years	91.7	93.2	91.8	90.1
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Literacy and Numeracy Intervent	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

## 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	265,496
<b>Revenue</b>	5,915,597
Appropriation	5,637,401
Sale of Goods and Services	10,302
Grants and contributions	264,471
Investment income	3,339
Other revenue	84
<b>Expenses</b>	-5,842,440
Employee related	-5,245,384
Operating expenses	-597,056
<b>Surplus / deficit for the year</b>	73,158
<b>Closing Balance</b>	338,653

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	209,885
<b>Equity Total</b>	272,065
Equity - Aboriginal	30,104
Equity - Socio-economic	64,547
Equity - Language	0
Equity - Disability	177,414
<b>Base Total</b>	4,249,072
Base - Per Capita	142,511
Base - Location	0
Base - Other	4,106,561
<b>Other Total</b>	494,261
<b>Grand Total</b>	5,225,283

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.





# Parent/caregiver, student, teacher satisfaction

## Student satisfaction

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

- 77% of students have a high rate of participation in sports with an instructor at school, other than in a physical education class (NSW Government Norm - 83%).
- 46% of students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee (NSW Government Norm - 55%).
- 73% of students feel accepted and valued by their peers and by others at their school (NSW Government Norm - 81%).
- 84% of students have friends at school they can trust and who encourage them to make positive choices (NSW Government Norm - 85%).
- 87% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW Government Norm - 96%).
- 89% of students do not get in trouble at school for disruptive or inappropriate behaviour (NSW Government Norm - 83%).
- 84% of students try hard to succeed in their learning (NSW Government Norm - 88%).

The following results utilise the Likert scale out of 10:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives - 7.4 (NSW Government Norm 8.2).
- Students find classroom instruction relevant to their everyday lives - 6.8 (NSW Government Norm 7.9).
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback - 7.1 (NSW Government Norm 7.5).
- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the internet - 23% (NSW Government Norm 36%).
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice - 7.3 (NSW Government Norm 7.7).
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach - 7.8 (NSW Government Norm 8.4).
- Students understand there are clear rules and expectations for classroom behaviour - 6.8 (NSW Government Norm 7.2).
- School staff emphasise academic skills and hold high expectations for all students to succeed - 7.8 (NSW Government Norm 8.7).

58% of students agree or strongly agree with the statement "When I finish high school, I expect to go to University."

89% of Aboriginal students agree or strongly agree with the statement "I feel good about my culture when I am at school."

Students were asked to answer the question "Write three words that describe our school", their responses are included in the info graphic below. Words that are in a larger font had multiple responses, varying to smaller fonts for words that were recorded less.

## Parent/caregiver satisfaction

In 2022, Pottsville Beach PS sought feedback from Parents and Carers via the Tell Them from Me Parent Survey (which use the Likert scale to give a result out of 10), results of this survey across these seven areas indicated:

1. Parents feel welcome - 7.3 School Mean (7.4 NSW Govt Norm).
2. Parents are informed - 6.4 School Mean (6.6 NSW Govt Norm).
3. Parents support learning at home - 6.4 School Mean (6.3 NSW Govt Norm).
4. School supports learning - 6.6 School Mean (7.3 NSW Govt Norm).
5. School supports positive behaviour - 7.5 School Mean (7.7 NSW Govt Norm).
6. Safety at school - 7.1 School Mean (7.4 NSW Govt Norm).
7. Inclusive school - 6.6 School Mean (6.7 NSW Govt Norm).

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

- 49% of parents expect that their child will go to university.
- 79% of parents expect that their child will complete year 12.
- 33% of parents expect that their child will attend TAFE.

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

- 94% of parents either agree or strongly agree with the statement - "School is well maintained.
- 93% of parents either agree or strongly agree with the statement - "Physical environment is welcoming.

- 96% of parents either agree or strongly agree with the statement - "Easy to access / move around school.

97% of parents agreed with the statement "My child is enrolled at my first choice of public school."

78% of parents either agree or strongly agree with the statement "I would recommend my child's school to other parents".

Parents / carers were asked to answer the question "Write three words that describe our school", their responses are included in the info graphic below. Words that are in a larger font had multiple responses, varying to smaller fonts for words that were recorded less.

### Staff satisfaction

In 2022, Pottsville Beach PS sought feedback from Teachers via the Tell Them from Me 'Focus on Learning' Teacher Survey (which use the Likert scale to give a result out of 10), results of this survey across these seven areas indicated:

Eight Drivers of Student Learning:

1. Leadership - 8.0 (7.1 NSW Govt Norm).
2. Collaboration - 8.1 (7.8 NSW Govt Norm).
3. Learning Culture - 8.0 (8.0 NSW Govt Norm).
4. Data Informs Practice - 7.5 (7.8 NSW Govt Norm).
5. Teaching Strategies - 7.8 (7.9 NSW Govt Norm).
6. Technology - 7.0 (6.7 NSW Govt Norm).
7. Inclusive School - 8.1 (8.2 NSW Govt Norm).
8. Parent Involvement - 7.2 (6.8 NSW Govt Norm).

Four Dimensions of Classroom and School Practices:

1. Challenging and Visible Goals - 7.6 (7.5 NSW Govt Norm).
2. Planned Learning Opportunities - 8.0 (7.6 NSW Govt Norm).
3. Quality Feedback - 7.4 (7.3 NSW Govt Norm).
4. Overcoming Obstacles to Learning - 7.8 (7.7 NSW Govt Norm).

100% of staff agree or strongly agree with the statement "My school is a welcoming place for all students" and "My school is a culturally safe place for all students."

Teachers were asked to answer the question "Write three words that describe our school", their responses are included in the info graphic below. Words that are in a larger font had multiple responses, varying to smaller fonts for words that were recorded less.



Student responses - three words to describe our school.



Parent / carer responses - three words to describe our school.



Teacher responses - three words to describe our school.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.