

2022 Annual Report

The Beach School

**BELONG
BELIEVE
BEYOND
BEACH SCHOOL**

A place to be you

5579

Introduction

The Annual Report for 2022 is provided to the community of The Beach 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

The Beach School

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School vision

The school's vision is to create a community of young people who are aware and informed and able to make healthy lifestyle choices about their education and vocational options; recreational activities and health and wellbeing.

The Beach School is committed to providing a supportive engaging and flexible learning environment that helps young people address the barriers to the education they may be facing. The Beach School aims to create a stimulating, safe and supportive environment that will enhance student engagement in learning and attendance, so students perform at their best academically and feel safe to grow emotionally.

School context

The Beach School is a NSW Department of Education School for Specific Purposes (SSP) catering for students in years 7 - 12. Nestled in the quiet, tree-lined streets of Allambie Heights, our small campus provides a tranquil environment where students can reflect, heal, and overcome emotional and academic challenges. Our holistic program is uniquely designed to help students develop the skills to find success in their learning, expand their resilience, manage and communicate their emotions, strengthen their connections with themselves and those around them and discover transition options to enable steps forward

The school delivers high quality and personalised education for all students to foster their emotional and social well-being in order to make all transitions positive throughout their schooling and beyond.

The Beach School is focused on our students becoming adaptable, connected and reflective thinkers who are able to: communicate effectively; integrate back into mainstream or alternative suitable settings; think positively about self; make informed choices; learn to take personal accountability; develop skills for lifelong learning, and be constructive members of the community.

A comprehensive situational analysis that led to the development of the 2021-24 Strategic Improvement Plan both of which involved genuine consultation with students, families, staff, the local AECG and external agencies has informed our key areas.

The Beach School will nurture student well-being and maximise their learning potential to ensure individual goals are based on self-regulation, behaviour, and well-being to assist the successful transition.

There will also be a focus on working collaboratively with other schools and the community to deepen and broaden the understanding of the contribution of The Beach School to the education and wellbeing of young people.

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>

Strategic Direction 1: TRANSITION

Purpose

Our purpose is to ensure that our students have positive and meaningful experiences during multiple transition points within their schooling and beyond.

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.

- School Culture
- Work and life readiness
- Connections

Resources allocated to this strategic direction

Professional learning: \$14,190.00

6100 Consolidated Funds for 2021: \$2,500.00

SSP supplementary funding: \$9,500.00

Socio-economic background: \$10,000.00

Student support officer (SSO): \$1,000.00

Summary of progress

What did the school do in the initiative/strategic direction? Over what time period? What changes occurred from your original plan timeline? An initial investment in the importance of transition was recruiting a careers teacher to deliver career learning across each class. This helped students gather a better understanding of their strengths, likes, and pathways. Students became less fearful of the future as they began to take more control leading up to major transition points. Students were exposed to more outings to work sites. This proved difficult at the start of the year as current students were reluctant to try new things and it saw an increase in anxiety and lack of attendance. Staff chose 'career champion' students who were able to help increase enthusiasm and attendance. This then had the added benefit of increasing the student's engagement in the community pre-learning was very limited by the majority of students. This community engagement is seen as an ongoing issue for transition. Students are now attending school but are not involved in activities outside of school due to anxiety. This will be addressed further in 2023. We recognise this will change over the 4 years of the SIP dependent on the student cohort.

What did the school do well in the initiative/strategic direction? The school resourced this initiative well. The careers teacher was given time to work one on one with each student at a crucial transition point. The transition was spoken of on a weekly basis from the beginning of the year so as to desensitise the anxiety. Parents were involved in meetings, both formal and informal throughout the year with updates on plans. The school formalised a transition team that meets weekly to review student plans and ways to move forward. The transition team created a workplace register of interested workplaces who were either agreeing to work experience or wanting to employ staff.

During Build It Crew students were able to be in a simulated work environment where they were taught both soft work skills and practical workplace skills. Students were able to achieve their White Card, CPR, First Aid, RSA, RSG, Food Handling, and Preparation. Students were able to pursue interests by attending TAFE courses and expanding work skills to outside school work experience.

To what extent did change occur? How do you know? Students were more motivated to engage in career-based lessons than in 2021 and then use the knowledge to pursue part-time work. Students understood different pathways at transition points and parents and students felt more knowledgeable and supported at each transition point. (Data from parent feedback) At first, students struggled to name personal strengths so staff used VIA strengths and Career Strength Questionnaires and worked with the students to recognise what they could do instead of students discussing what they couldn't do.

What are the school's priorities for this initiative/strategic direction in 2023? Due to the changing nature of the cohort each year we prioritise individualising what student needs are and meeting those. In 2023 we are introducing Community Engagement as a subject so students are confronting the anxiety that stops them from engaging earlier in their programs.

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>The Beach School will produce a video and attend Learning and Support meetings to work with mainstream schools at how best to approach engagement and referral to The Beach School.</p>	<p>A video was made and uploaded to the school website and used at conferences to promote the school. Since including this on the website we have seen an increase in website visits and parent phone inquiries.</p> <p>The video has also been shown at conferences we were asked to present at to demonstrate a successful trauma-informed education setting. It has also been shown when Beach School staff attend other schools to deliver Trauma Informed Training (TIP). Schools have responded that they didn't expect the school to look like it does and it helps create a different impression from what they had originally thought.</p> <p>At a regional principal network meeting referral to The Beach School was discussed. This included; Access Requests, placement panels, letters of offer, and school to follow up with parents to make a meeting, meeting, handover, and a start date. A handover document was created for schools so they are able to discuss relevant concerns.</p> <p>A Beach School document was designed to capture information on the AR, the school handover meeting, and the original meeting with Principal and Assistant Principal Wellbeing. Each parent now does a follow-up meeting with the counsellor and AP Wellbeing.</p>
<p>Working to increase engagement, learning and attendance through Project Based Learning., outdoor education, work crew and experience and academic subjects.</p>	<p><i>The overall increase in attendance</i></p> <p>To enhance engagement school introduced an electives day where students were able to pick the activities that most interested them. Subjects included; music, art, visual design, photography, cooking, sport, games, work crew, and horticulture. We saw an increase in attendance on this day over the year.</p> <p>The success of electives led the staff to pursue students starting Personalised Interest Projects in 2023 instead of Project-Based Learning. Staff did training in 2022. The timetable has changed for 2023 breaking the day into 4 sessions instead of 3 and starting each day with the PIP as a way to motivate students to arrive at school on time. Not all students in years 10, 11, and 12 participated in work experience due to their anxiety. The school plans to address it now as mandatory and aims to work with students, families, and outside support to make this happen. This includes travel training, workplace visits, industry speakers at school and off-site, and workplace champions to support and nurture our students.</p> <p>An increase in students participating in work experience saw one student gain a landscaping apprenticeship, one student start a childcare course, and 5 students gain part-time employment.</p>

Strategic Direction 2: WELLBEING FOR LEARNING

Purpose

Our purpose is to ensure that we nurture student wellbeing to maximise student potential. Each student will have a high quality individual education program that aligns with their identified goals and aspirations. The Wellbeing Framework drives individualised education programs to meet individual student learning and wellbeing needs.

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.

- Individualised Program Delivery
- Holistic Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$1,666.00

SSP Supplement: \$15,000.00

6100 Consolidated Funds for 2021: \$10,000.00

Summary of progress

What did you the school do in the initiative/strategic direction? Undoubtedly student wellbeing is paramount to student success at The Beach School. This strategic direction is important as building well-being success dictates academic, social, physical, and mental well-being. This year we have introduced the following programs to increase student well-being and sense of belonging; wellbeing classes, VIA strengths, wellbeing checks and parent check-ins, Butterfly Foundation, and a personal trainer to work on physical wellbeing to complement the program. The staff has also been trained in; art therapy, Become Education, supporting students with Autism, health coaching, and advanced trauma training. Working collaboratively with agencies provides a sense of community connection and engagement.

Well-being is an ongoing and ever-evolving area that is embedded daily. Changes occur dependent on individual needs, new students/diagnoses, and responding to incidents at home, in the community, or at school. Only having a counsellor 2 days a week has meant we have to be inventive with staffing and delivery as we cannot wait until a counsellor is available with the level of complexity and need. We cannot put a timeline in this direction as we need to be fluid as to work with where the students are to support them and keep them safe.

What did the school do well in the initiative/strategic direction? The school recognised this priority was integral to student attendance, engagement, transition, and sense of self. We resourced this initiative well with an AP Wellbeing, formed a Wellbeing team, employed a parent support officer, ran programs to run parallel with support outside of school, worked alongside agencies, hired a personal trainer, and changed our IEP document to be the most important document where student, staff, and families work together in a more formalised manner. Wellbeing lessons were delivered by the AP Wellbeing and the SSO. Lessons were delivered to all students across all stages at an appropriate level. Delivering these lessons explicitly meant we could focus on skills students were assumed to have. Many of our students found these lessons helped them understand themselves and others in a way they had not been able to. The strength of the program was the dual delivery, responding to student needs, and the explicit teaching of skills that may have been lagging.

To what extent did change occur? How do you know? Through collection of data we have seen; Increase in attendance, an increase in classroom engagement with fewer students out of class, previous school avoiders now attending more often, an increase in parent interactions and satisfaction with school in general, an increase in website visits for information, increase in parent inquiry as how to enrol.

What are the school's priorities for this initiative/strategic direction in 2023? Due to the changing nature of the cohort each year we prioritise individualising what student needs are and meeting those. In 2023 we are introducing Community Engagement as a subject so students are confronting the anxiety that stops them from engaging with the wider community earlier in their programs. In 2023 the school will also invest in a new program highlighting student strengths.

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>Staff are provided relevant PL opportunities to explore alternate education programs and lessons and build up a bank of successful learning units.</p>	<p>Professional learning opportunities in 2022;</p> <ul style="list-style-type: none"> - accidental counsellor -mental health first aid - advanced trauma training - Apollo swim training - marine studies -boat license - coaching qualifications
<p>School develops more rigorous data points to show in school programs are enhancing student outcomes</p>	<p>Data was collected via;</p> <ul style="list-style-type: none"> -Student Belonging Survey -Parent Wellbeing Survey -Warwick- Edinburgh Mental Health Wellbeing Scale -IEP parent and student evaluations <p>We had planned further data collection but due to staff and student fragility due to events in terms 2 and 3, we made the decision instead to consolidate what we were doing with more regular check-ins.</p>
<p>Staff engage in collaborative meetings to discuss what is happening for the student, academically and wellbeing, both in and outside school, to discuss adjustments to plans that may be required to meet IEP goals.</p>	<p>Parents, students, and staff were involved in the IEP process in term 1 where a formal meeting and plan were developed to best meet student goals. Informal discussions took place with students and parents over terms 2 and 3 to achieve, explore and refine. Each student transitioning either to work, TAFE, or returning to school was involved in exit meetings where discussions about outside-school support were highlighted.</p> <p>Staff worked collaboratively to design, deliver and assess programs. Staff were provided a mentor teacher for academics, transition, and well-being. Each mentor teacher helped support the class teacher to know the student academically, their well-being concerns, and transition either to work or further education. The program became more holistic and student centered by working collaboratively.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Beach 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"> • Work and life readiness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement transition and wellbeing programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff through literacy and subject-specific professional learning to support student learning • staff release to increase community engagement • employment of additional staff to support transition program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students being able to access the curriculum -all students are being provided with well-being support both at school and at home - students having increased community involvement - students being able to achieve IEP goals <p>After evaluation, the next steps to support our students will be: As we have new students placed with us twice a term we will continue to work on each student's individual education program to make sure they gain a sense of achievement and connection whilst at The Beach School.</p>
<p>Aboriginal background</p> <p>\$1,666.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Beach 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"> • Individualised Program Delivery <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Students visited local Aboriginal places of importance and connected with local Aboriginal support workers and community leaders when looking to transition from school. <p>The allocation of this funding has resulted in the following impact: Targeted support for Aboriginal students in literacy, wellbeing and transition.</p> <p>After evaluation, the next steps to support our students will be: As we have new students placed with us twice a term we will continue to work on each student's individual education program to make sure they gain a sense of achievement and connection whilst at The Beach School.</p>

<p>Professional learning</p> <p>\$14,190.00</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 The Beach 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"> • School Culture • Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Careers Advisors Conference • Beginning Teacher Conferences and meetings • SPC principal conference • SSPA conference • Professional development- Autism, Become Education, Health Coaching <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher knowledge and competence relating to supporting students and curriculum - raising the profile and program delivery of The Beach School across mental networks across Australia at the Australian Childhood Foundation Conference and the Headspace Conference <p>After evaluation, the next steps to support our students will be: As we have new students placed with us twice a term we will continue to work on each student's individual education program to make sure they gain a sense of achievement and connection whilst at The Beach School.</p>
<p>COVID ILSP</p> <p>\$12,228.00</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"> • Staff release to work with students one on one in literacy and numeracy • Staff release for professional learning to prepare and differentiate learning for students <p>The allocation of this funding has resulted in the following impact: More students working on improving literacy and numeracy goals Development of more appropriate resources for students behind cohort</p> <p>After evaluation, the next steps to support our students will be: As we have new students placed with us twice a term we will continue to work on each student's individual education program to make sure they gain a sense of achievement and connection whilst at The Beach School.</p>
<p>SSP supplementary funding</p> <p>\$9,500.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Beach 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"> • School Culture • Work and life readiness • Connections <p>Overview of activities partially or fully funded with this site specific funding include:</p>

SSP supplementary funding \$9,500.00	<ul style="list-style-type: none"> • Delivery of TIP to schools by AP Wellbeing. • Promoting The Beach School as a support and resource for schools across Northern Sydney • Supporting students through travel training and in-class support whilst attending various TAFE courses • Participating in activities to prepare for TAFE such as; accessing transport, waiting at a bus stop, sitting in a large room with others, eating in front of others, and accessing support at TAFE (counsellor, careers) <p>The allocation of this funding has resulted in the following impact: The Beach School becoming known for its trauma-informed practices and is seen as a resource that can be used across other schools. Increase in successful transition to attending TAFE courses Increase in community access and participation.</p> <p>After evaluation, the next steps to support our students will be: As we have new students placed with us twice a term we will continue to work on each student's individual education program to make sure they gain a sense of achievement and connection whilst at The Beach School.</p>
Student support officer (SSO) \$1,000.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Beach 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"> • Connections <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • SSO meetings are held at The Beach School 3 times a term for SSOs across the region to connect, collaborate and problem-solve. Agencies are invited to each meeting so SSOs are aware of all options for referral pathways. <p>The allocation of this funding has resulted in the following impact: Closer school connections via the SSO network Closer agency connections via SSO contact person</p> <p>After evaluation, the next steps to support our students will be: Continue this activity to address well-being in mainstream schools before Beach School referral is required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	31	29	14
Girls	4	12	14	20

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)	5.59
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	10.42
Other Positions	0.2

*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	1,025,310
Revenue	2,705,671
Appropriation	2,645,667
Sale of Goods and Services	-400
Grants and contributions	52,176
Investment income	7,233
Other revenue	995
Expenses	-2,636,803
Employee related	-2,136,079
Operating expenses	-500,724
Surplus / deficit for the year	68,868
Closing Balance	1,094,178

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	5,827
Equity - Aboriginal	3,026
Equity - Socio-economic	2,801
Equity - Language	0
Equity - Disability	0
Base Total	2,034,519
Base - Per Capita	23,666
Base - Location	0
Base - Other	2,010,853
Other Total	511,317
Grand Total	2,551,663

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.

Parent/caregiver, student, teacher satisfaction

I just wanted to say a huge thank you to you and **all** of the staff at The Beach School. Picking L up from school now is a joy, because he's so happy (haha whether he knows it or not). Every single person (and dog) I have met there is just so lovely and kind and empathetic, and most importantly, recognise all the good things about L rather than chastising him for the things he can't achieve (or how he deals with that emotionally/behaviourally). I honestly can't find the words to describe how grateful I am that L is part of your school and community. I keep saying it, I know I sound like a broken record, but BEST SCHOOL IN THE WORLD. Thanks, I'm so happy our long journey searching for a place for L has led us to you all, no better destination! And I can't wait to see what L can do given all your guidance and encouragement. The past few years have felt pretty hopeless, to be honest, but not anymore.

Thank you so much for everything. H (teacher) is an absolute delight- What a treasure he is to have. I can't find any words really to express to you all how grateful I am But I know if it wasn't for all your love and support, we would be in a very different place. You're angels and I really hope you know how amazing you are.

2022 parent satisfaction survey (November 2022)

Please rate your experience with The Beach School and support over the past 4 weeks with 1 star being poor and 5 being excellent

All parents rated TBS a 5 (excellent satisfaction) to the parent satisfaction survey.

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.