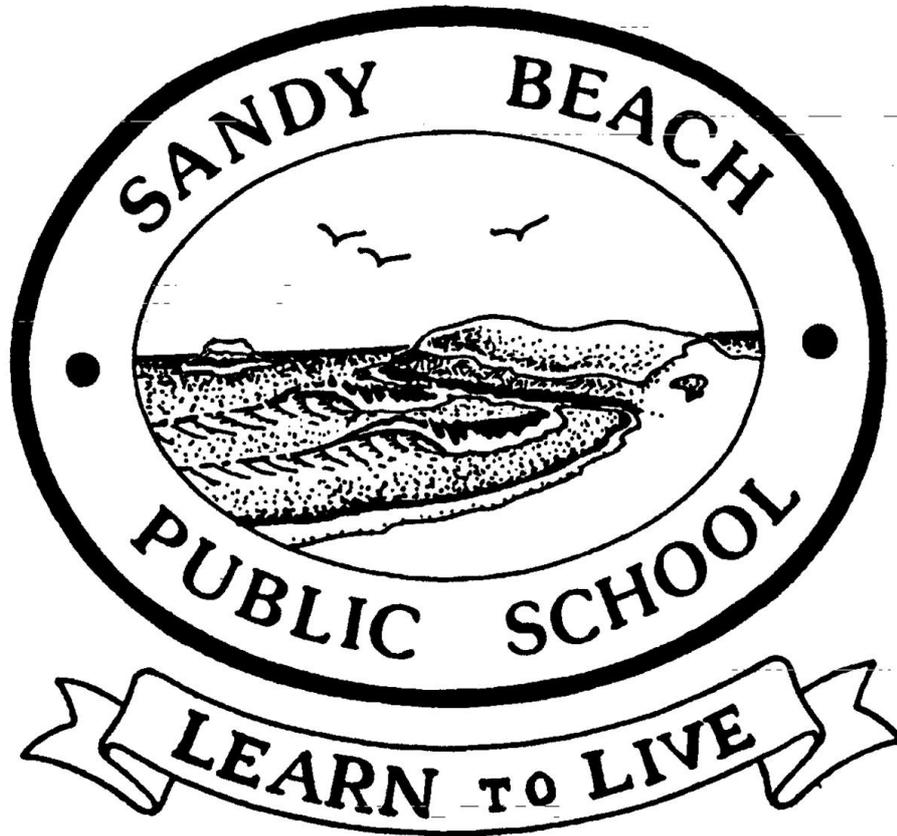# 2023 Annual Report

Sandy Beach Public School

4557

Introduction

The Annual Report for 2023 is provided to the community of Sandy Beach Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

School context

Sandy Beach Public School is located 20 km north of Coffs Harbour on the NSW north coast. The school has a student enrolment of 395 students with 14% identifying as Aboriginal. There are 43 staff members including executive, administration and school learning support officers. The multi-categorical class follows a partially integrated model with further programs to enhance the educational provisions for individual students.

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data driven practice
- Consistent school-wide assessment

Resources allocated to this strategic direction

Socio-economic background
QTSS release
Per capita
Beginning teacher support
Low level adjustment for disability
Integration funding support
New Arrivals Program
Aboriginal background
English language proficiency
Professional learning

Summary of progress

The themes of data driven practice and consistent school-assessment have been an area of focus. This year the school has implemented evidenced based assessment tasks that are aligned with more recent research and new syllabus pedagogy. The Assistant Principal Curriculum and Instruction (APC&I) and stage Assistant Principals have designed and delivered appropriate professional learning to build staff capacity for consistency in these areas K-6. The development of a schoolwide assessment schedule has streamlined consistent data collection and supported a strategic approach to using stage and whole school data to monitor progress and inform practice. Evidence based assessment of mathematics K-6 is an area of focus for 2024.

K-2 staff have become skilled in identifying data trends and students' area of need, embedding regular authentic data entry and tracking that is aligned to their teaching content. The Assistant Principals and APC&I act as mentors and have extended practice across K-6 classrooms.

A revised whole school assessment schedule including assessments for phonics and spelling has been implemented consistently across most of the school K-6. Data meetings were held twice a term to analyse internal and external data to ensure a consistent approach to tracking student data across the school. Assistant principals lead data analysis and conversations about how data can be used effectively to inform teaching practice and differentiate for a range of student needs.

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
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The school achieved this progress measure for year 3 numeracy, with an increase in check-in assessment mean scaled score for numeracy from 57.8% in 2022 to 64.4% in 2023. The school achieved this progress measure for year 5 numeracy, with an increase in check-in assessment mean scaled score for numeracy from 40.1% in 2022 to 61.2% in 2023.
An increase in Check-in Assessment	The school did not achieve this progress measure for year 3 reading, with

mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022	an decrease in check-in assessment mean scaled score for numeracy from 57.2% in 2022 to 50.1% in 2023. The school achieved this progress measure for year 5 reading, with an increase in check-in assessment mean scaled score for numeracy from 50.3% in 2022 to 51.1% in 2023.

Strategic Direction 2: Effective Classroom Practice

Purpose

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

Initiatives

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

- Reading and numeracy
- High Impact Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction
Beginning teacher support
QTSS release
Socio-economic background
Location
Per capita
Aboriginal background
New Arrivals Program
English language proficiency
Professional learning
Low level adjustment for disability

Summary of progress

All teaching staff have participated in school based professional learning, focused on effective delivery of new English and Maths curriculum K-2 and evidence based practices to support quality teaching across the whole school. Inclusion of learning intentions and success criteria has supported student engagement and explicit teaching practices.

Ongoing support for numeracy sessions commencing with number talks was initiated to ensure teachers and students were embedding the language of mathematics into daily lessons.

In English, the APCI and Assistant Principals delivered professional learning to teaching staff in effective teaching of fluency. This was supplemented with APCI or AP shoulder to shoulder support in classrooms to ensure teachers are confident in their delivery. Paired fluency activities supported more fluent readers to read with less fluent readers as reading buddies, and students who read at the same level were paired successfully to read familiar texts, for continued understanding and fluency work. The development of slides for the English session has supported consistent delivery of curriculum across the school. Slides are being used effectively from K-4 and are being extended into stage 3. Consistent use across stages will be a focus in 2024 to support quality whole school practice.

An evidence-based intervention program developed by the APCI, based on student need, has ensured the progress of our students requiring Tier 2 and Tier 3 support. This will be continued next year, delivered by SLSOs and overseen by the APCI to ensure an effective approach. Further PL on reading fluency will be required in 2024 for all K-6 staff to ensure that practices and procedures continue to be embedded consistently across the school.

The current scope and sequences are being refined to align with curriculum reform for English and Mathematics K-6.

Development of a morphology program has supported explicit teaching of spelling in stage 2, with ongoing support required to embed lessons in daily literacy practice. Stage 3 has started to deliver explicit morphology lessons and consistent implementation will be a focus in the new school plan.

The next step is for all staff on each stage to collaborate and plan for explicit teaching of punctuation, grammar and vocabulary. Continued use of a mentor approach in primary to further upskill staff on teaching fluency and morphology in Stage 2 and Stage 3 will provide quality learning experiences for students. Moving into 2024, there will be an expectation that all classrooms in years 3-6 will explicitly teach morphology as part of their spelling program. Pre and post tests will be utilised to measure student growth and effectiveness of teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• All teachers gain proficiency in Australian Professional Standards for descriptor 1.5 indicating that differentiated strategies are incorporated to meet specific learning needs of students across the full range of abilities.	All teachers have been supported to develop proficiency in Australian Professional Standard 1.5 'Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities'. Differentiation is included in teaching programs and the APCI has supported staff with strategies for effective differentiation. This will continue to be a focus in 2024.
Improvement as measured by the SEF with a focus on the themes to be validated as excelling: • Learning - Curriculum • Teaching - Effective Classroom Practice • Teaching - Learning and Development • Teaching - Data Skills and Use	External validation was conducted in Term 3, 2023. The school self-assessment against the **school excellence framework** indicated that; • Learning - Curriculum - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Effective Classroom Practice - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Learning and Development - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Data Skills and Use- this remained the same with an on-balance judgement of Sustaining and Growing with one theme listed as delivering. The High Impact Professional Learning (HIPL) Self-Assessment Tool baseline data indicates no significant movement across the 5 elements during 2023.

Strategic Direction 3: Wellbeing and Engagement

Purpose

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

Initiatives

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

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability
Per capita
Aboriginal background
Socio-economic background
Location
QTSS release
Integration funding support

Summary of progress

Attendance has been monitored and supported by the Wellbeing Coordinator and Principal. Development of new attendance letters outlining student percentage attendance rates and strategies for improved attendance have been sent home with school reports twice a year, with mixed success. Consistent attendance communication with families using a variety of forms including email, text, Facebook, letters, and School Bytes will remain a key focus for improvement. The creation of a whole school attendance strategy has established a plan for more streamlined, consistent attendance tracking and communication moving forward. Overall attendance rates have improved from 2022 and the school will work towards achieving an average attendance rate above 90% in 2024.

Student wellbeing and engagement shows some improvement in the Sense of Belonging measure of the Tell Them From Me Survey. Internal school survey data shows that 88% of students K-6 could identify a trusted adult in the school that they felt comfortable approaching for support if needed. 66% of students reported they enjoy coming to school and 74% of students indicated their teacher gives them feedback on their learning. Survey data indicated 52% of students felt that when they report playground issue to a teacher, it gets resolved. This will be an areas of focus in 2024. Internal school parent/carer survey data indicated that families felt welcome when they visit the school and students were known, valued and cared for. Data also indicated that families would like more communication about their child's learning progress throughout the year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of students attending 90% of time or more is increased by 8%.	The school has improved the proportion of students attending 90% of time in 2023 by 6.4% from 2022 SCOUT attendance data. Although this did not meet the set attendance target, it is a positive indicator of attendance improvement.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school is increased by 6%.	The data taken from the Tell Them From Me survey in semester 2 shows that the proportion of students reporting Expectations for Success declined, however Advocacy and Sense of Belonging at school improved. The 2023 measures for Expectations for Success (89%) and Advocacy (81%) remain below the school target and Sense of Belonging (69%) met the school target with an increase of more than 6%. The growth in Advocacy (up 2.3% to 81%) and Sense of Belonging (up 8.36% to 69%) indicate strong improvements and a positive trajectory in these areas.

Funding sources	Impact achieved this year
New Arrivals Program $2,356.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Sandy Beach Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practice • Reading and numeracy **Overview of activities partially or fully funded with this targeted funding include:** • Additional staff employed **The allocation of this funding has resulted in the following impact:** Support for students within their classroom. **After evaluation, the next steps to support our students will be:** Continue adjustment so students can access the curriculum.
Integration funding support $256,163.00	Integration funding support (IFS) allocations support eligible students at Sandy Beach Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practice • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** All students in the IFS allocation were supported academically and / or socially according to their personalised learning plan. **After evaluation, the next steps to support our students will be:** Continue support for students through employment of additional school learning support officers (SLSO), overseen by the learning and support coordinator.
Socio-economic background $151,440.85	Socio-economic background equity loading is used to meet the additional learning needs of students at Sandy Beach Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practice • Consistent school-wide assessment • Reading and numeracy • High Impact Professional Learning • Attendance • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Intervention program implementation. • employment of additional staff to support learning and support program

Socio-economic background $151,440.85	implementation. • release to support professional learning of staff in fluency, morphology, writing and effective assessment. **The allocation of this funding has resulted in the following impact:** Improved classroom practices in the area of K-6 teaching of spelling, morphology and phonics. Classroom observation and professional learning was carried out to up skill staff in the teaching of mathematics with a focus on number talks. Ongoing support is delivered by stage APs in the effective analysis and use of data during regular data team meetings. Revised assessment practices and implementation of a schoolwide assessment schedule to support consistent collection of evidence based data. **After evaluation, the next steps to support our students will be:** Continue to embed explicit teaching of mathematics and reading based on evidence-informed practice through ongoing professional learning and peer observation. Ensure classrooms are resourced and teachers feel supported to meet the changes in the English and mathematics syllabus. A focus on teaching comprehension K-6 to support improved reading outcomes. The process for consistently collecting and analysing data to drive teaching practice will continue to be a focus in 2024.
Aboriginal background $58,465.84	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sandy Beach Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practice • Reading and numeracy • Attendance • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • Community events to promote engagement of Aboriginal families • Intervention program for students requiring tier 3 support • employment of specialist additional staff (SLSO) and (LaST) to support Aboriginal students • Held 'Yarn up' events each term to connect with Aboriginal families • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** Additional LaST time and SLSO were funded to assist in the implementation of personalised learning plans and individual support for Aboriginal students with high learning and wellbeing needs. Events were held to acknowledge and celebrate Aboriginal culture including NAIDOC Week and Reconciliation week, with a range of activities for all students. A full day of Professional Learning was delivered to staff in term 2, including 'on country' experiences and discussion and training to promote cultural safety. The number of Aboriginal families coming into events including the 'Yarn Ups' which were held three times in 2023, has not increased. Release is provided to a staff member who attends AECG meetings each term as our school representative. **After evaluation, the next steps to support our students will be:** Shared responsibility and leadership of the Aboriginal education committee to ensure staff work in partnership to improve Aboriginal outcomes. Aboriginal student group established as a lunchtime club. Aboriginal student committee established. Community regularly invited into the school to share stories. Ongoing cultural safety PL for all staff. Wider use of Acknowledgement to Country at events, morning assembly, P&C meetings. Renovation and beautification of yarning circle space.

English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Sandy Beach Public School.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Data driven practice • Reading and numeracy
	Overview of activities partially or fully funded with this equity loading include: • additional teacher time to provide targeted support for EAL/D students and for development of programs
	The allocation of this funding has resulted in the following impact: Support for EALD students with devices to assist translation and accessibility of curriculum. Explicit teaching of reading fluency. Reading intervention for students who require tier 3 support.
	After evaluation, the next steps to support our students will be: Continued support through explicit teaching and use of technology to support access to teaching and learning.
Low level adjustment for disability $141,082.95	Low level adjustment for disability equity loading provides support for students at Sandy Beach Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Data driven practice • High Impact Professional Learning • Attendance • Wellbeing
	Overview of activities partially or fully funded with this equity loading include: • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of a Learning and Support Coordinator to support caseload of students with additional learning and wellbeing needs.
	The allocation of this funding has resulted in the following impact: Increased LaST to fulltime position to assist class teachers in the implementation of literacy programs and oversee student individualised learning programs. Employment of additional school learning support officers ensures literacy and numeracy programs across the school are implemented under the guidance of all classroom teachers. Employment of SLSOs to deliver a reading intervention program for identified tier 3 students. Employment of Learning and Support Coordinator to manage caseloads and coordinate support for students with additional needs.
	After evaluation, the next steps to support our students will be: Continued additional employment of Learning and Support Coordinator and LaST above allocation to support class teachers with delivery of personalised support for children with additional needs. APCI to continue to lead intervention program K-3 with a focus on supporting year two to reach stage outcomes before transitioning to year 3.
Location $6,875.62	The location funding allocation is provided to Sandy Beach Public School to address school needs associated with remoteness and/or isolation.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

Location $6,875.62	• Reading and numeracy • High Impact Professional Learning • Attendance • Wellbeing **Overview of activities partially or fully funded with this operational funding include:** • Supporting students with personalised learning support and intervention. • subsidising student excursions to enable all students to participate • incursion expenses **The allocation of this funding has resulted in the following impact:** Throughout the year a number of families sought financial support through our finance committee for events, excursions or programs. Additional targeted support available for students transitioning to high school. Additional learning support for students in reading. **After evaluation, the next steps to support our students will be:** Continue to support equitable access to learning and school resources and events for all students. Continue to focus on inclusive practices and support families with financial assistance.
Professional learning $34,116.96	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 Sandy Beach Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent school-wide assessment • High Impact Professional Learning **Overview of activities partially or fully funded with this initiative funding include:** • Teacher relief to support performance feedback and AP mentoring of stage teams. • Teacher relief for staff engaging in professional learning **The allocation of this funding has resulted in the following impact:** All classroom teachers explicitly teach number talks, phonics and spelling which is aligned to the school scope and sequence. Improved consistency of teaching practice across the school including routines, content and language. Most teachers are consistently collecting data and analysing information during data team meetings. All 2023 staff have received PL related to delivery of the new syllabus and curriculum reform changes and identified areas for further support. **After evaluation, the next steps to support our students will be:** Professional learning to support 3-6 syllabus implementation and curriculum reform. Whole school PL to support understanding of explicit teaching and improve effective classroom practice across the whole school. Targeted PL will be scheduled to meet the individual needs of staff, informed by lesson observations, staff surveys and PDPs.
QTSS release $76,347.36	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sandy Beach Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practice • Consistent school-wide assessment • Reading and numeracy • High Impact Professional Learning • Wellbeing

QTSS release $76,347.36	**Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Stage team meetings were scheduled to engage in data conversations and collaborate about effective use of data. Identified staff provided with relief to create slides and programs to meet new syllabus requirements. Stage groups were released to work with APCI and Assistant principals to support improved teaching. **After evaluation, the next steps to support our students will be:** The focus on release will be strategic, related to quality delivery of new curriculum and revised entitlement of all class teachers to receive an additional 30minutes of RFF each week. This RFF will be allocated as 1/2 day twice a term and timetabled with stage APs or APCI supporting.
COVID ILSP $89,225.39	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Additional teacher support to focus on supporting students to develop improved reading skills. APCI supported program implementation each term and all students were tracked using PLAN2 data to show areas of improvement. Availability of staffing and several staffing changes during the year impacted the success of this program. **After evaluation, the next steps to support our students will be:** Funding for this program has been substantially reduced in 2024. Funds to support a 10 week program for tier 3 students will be run in term 2, after students are settled in new classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	185	208	210	202
Girls	171	170	172	188

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	91.4	91.5	90.9	91.0
1	93.9	92.2	90.8	90.2
2	91.0	92.4	88.7	89.5
3	92.3	90.8	89.3	87.4
4	92.7	91.5	86.7	88.0
5	92.5	90.9	87.2	88.7
6	92.7	90.4	87.2	87.5
All Years	92.4	91.4	88.7	88.9
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	5
Classroom Teacher(s)	14.96
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	374,789.87
Revenue	4,772,624.79
Appropriation	4,642,240.86
Sale of Goods and Services	34,709.56
Grants and contributions	88,182.74
Investment income	7,024.13
Other revenue	467.50
Expenses	-4,785,136.09
Employee related	-4,416,795.15
Operating expenses	-368,340.94
Surplus / deficit for the year	-12,511.30
Closing Balance	362,278.57

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	194,500
Equity Total	353,390
Equity - Aboriginal	58,466
Equity - Socio-economic	151,441
Equity - Language	2,400
Equity - Disability	141,083
Base Total	3,059,408
Base - Per Capita	100,538
Base - Location	6,876
Base - Other	2,951,994
Other Total	630,885
Grand Total	4,238,183

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent and community feedback is sought through P&C meetings, parent/ teacher interviews, newsletters, social media pages, formal and informal discussions with staff. The P&C committee meets monthly and communicates online. They also oversee the running of the school canteen. Communication to the community is through online apps to give alerts regarding events, attendance and fortnightly newsletters.

In term 4 families were surveyed to gauge their satisfaction across aspects of our school.

Parent/carer survey

Survey results indicated that 60% families felt school staff **always** have high expectations for their children and 30% of families felt staff **often** have high expectations for their children.

Survey results indicated that 45% families felt they were **always** well informed of their child's learning progress, 25% of families felt they were **often** well informed of their child's learning progress.

Survey results indicated that 63% families felt their student was **always** known, valued and cared for, 27% of families felt their children were **often** known, valued and cared for.

Survey results indicated that 85% families **always** felt welcome when they visit the school.

In summary, survey results indicate that parent/carer satisfaction is positive overall and there is a need to increase communication with parents about their child's learning progress in future.

In term 4 school staff were surveyed to gauge their satisfaction across aspects of our school.

Staff Survey

Staff satisfaction is gauged through ongoing feedback to executive staff as well as through formal professional development plan meetings. Staff have opportunities to give input into whole school planning and provide feedback on achievement of the school's strategic directions and initiatives.

90% of staff indicated they felt supported to implement new curriculum.

81% of staff indicated they felt supported within the PDP process to achieve their goals.

64% agreed have APCI and executive support in their class assisted them to improve student outcomes.

73% felt valued at work.

In summary, survey results indicated staff satisfaction is high and staff collaboration and wellbeing programs are having a positive impact on school staff.

Student Survey

Student voice is in important part of Sandy Beach Public School processes, promoting engaging and relevant learning programs.

In terms 2 and 4, an average of 100 students from Years 4, 5 and 6 completed the Tell Them From Me survey. In the areas of Advocacy, Expectations and Belonging there were the following results;

69% of students indicated they felt a Sense of Belonging at school, which is the highest result at Sandy Beach Public School since 2018 and above both state average and statistically similar school groups.

89% of students indicated they have High Expectations for Success, which is above the state average.

87% of students reporting positive outcomes in Advocacy at School which is above the state average.

In summary, the school's TTFM survey results have improved slightly from previous data and promoting Advocacy, Expectations for Success and a Sense of Belonging will continue to be a focus for the school.

Internal school survey data shows that 88% of students K-6 could identify a trusted adult in the school that they felt comfortable approaching for support if needed; 66% of students reported they enjoy coming to school; and 74% of students indicated their teacher gives them feedback on their learning. Survey data indicated 52% of students felt that

when they report playground issue to a teacher, it gets resolved. Improving communication with students around conflict resolution will be an areas of focus in 2024.

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.