

2023 Annual Report

Sunshine Bay Public School



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Introduction

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

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

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School vision

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

School context

Sunshine Bay Public School is located on the Far South Coast of New South Wales in the town of Batemans Bay. Our enrolment is approximately 240 students. We have a mix of Year groups and Stage group classes. We also have a Multi Categorical class catering for students with a range of disabilities. Our identified Aboriginal population has increased over the last few years and is now sitting around 24%.

The school currently has approximately 30 teaching and non-teaching staff. Additional positions provide intensive learning support to students and curriculum and instruction support to teachers. This gives all students from Kindergarten to Year 6 access to programs that will enhance their learning. Additional resources provide tiered intervention to improve Literacy and Numeracy outcomes for all students. Staff turnover has been reasonably low over the last few years.

School Priorities

Sunshine Bay continues to concentrate on lifting achievements in Reading - viewing and comprehension strategies, and Numeracy - whole number and addition and subtraction to build strong foundations in English and Mathematics. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by *What Works Best: 2020 update*. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs that embed evidence-informed teaching strategies for every student in every classroom.

School attendance has been a priority in 2023 and initiative implemented have resulted in an increased number of students attending at 90% or more. The school will continue to build on this success in 2024.

A strong focus on effective use and analysis of data has resulted in increased target intervention and acceleration through differentiated learning goals. Continued monitoring of student performance data utilising the teaching and learning framework is a focus in every classroom and will guide future learning goals.

Current research and explicit instruction of evidence based practices will drive professional learning and teacher development. School wide formative and summative assessments facilitate Year and Stage level benchmark analysis that drives data talks, effective tracking processes and learning pathways forward. Increased student performance in NAPLAN results against the National Average Scores indicate that improvements to practice are producing positive outcomes.

A strong commitment to collaborative practice has lifted consistent teacher judgment and assessment practices across the school. Year and Stage collaboration with Assistant Principals and APCs occurs weekly. Professional learning of new curriculum, implementation of new syllabuses and digital programming has been a strong focus which has build the capacity of staff.

Further investment in resources which will continue to support collaborative planning across the school will continue to build capacity of teachers and drive student performance.

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: Student growth and attainment

Purpose

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

Initiatives

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

- Reading/Literacy
- Numeracy
- Wellbeing and Attendance

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

AP Curriculum & Instruction

Professional learning

Location

QTSS release

Integration funding support

Low level adjustment for disability

Summary of progress

Our targets for 2023 were modified due to the change in NAPLAN reporting. Our targets for 2023 currently are to achieve an increase in Check-In Assessment scores for both reading and numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. Check-in Assessments are National Assessments that occur throughout the school year. The Check-in Assessments indicate that School's performance in Mathematics in Year 3 remained steady during the period between 2022 to 2023, and in Year 5 there was a significant improvement in Mathematics for the same period. There was also growth in Year 5 reading from 2022 to 2023 whilst there was a small decline in reading performance in Year 3 from 2022 to 2023. Additionally, Year 5 performed at a high level in Writing, Spelling and Reading in NAPLAN 2023 matching the National Average scores in these areas and indicating a substantial gain since their performance in Year 3, 2021.

These results indicate a general trend toward increased student and school performance. These gains can be attributed to highly focused and explicit teaching strategies and an effective use of assessments and data analysis. As well, the school implemented evidenced based teaching strategies and programs in English and Mathematics and facilitated a greater level of stakeholder collaboration to ensure consistency and understandings. The school also enacted relevant professional learning to all staff and effectively allocated resources to identified areas of need.

Upon reflection, school leaders will continue to target literacy and numeracy as priorities, monitoring data regularly and involving all stakeholders in responding effectively to the data to ensure students are reaching curriculum expectation wherever possible measured by a broader developed range of benchmarks. Highly explicit and evidence-based practices will continue to be implemented as the K-2 Syllabuses and new 3-6 Mathematics and English Syllabuses are enacted. This delivery of explicit and evidenced-based practices will be further supported through the implementation of iCRAve Mathematics and synthetic phonics.

Attendance is a priority for the school and strategies are implemented across the school year to increase attendance in order to impact positively on student performance and student connection to the school. Strategies include the use of an attendance portal, attendance incentives and general attendance procedures. Attendance data indicates that the attendance of students did improve in 2023 with significantly more students attending school 90% of the time. On average students attended school 86% of the time available to them. The school will continue to have a relentless focus on attendance, and implement strategies to facilitate constant improvement in this area.

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 scores for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment scores indicate that students achieving growth in reading in Year 5 between 2022 and 2023 has increased. Whilst there was a small decline in Year 3 Reading for the same period. Additionally, the new NAPLAN measures show that 68% of Year 5 students performed in the exceeding and strong categories with 30% demonstrating developing skills in reading. In Year 3, 61% of students achieved in the strong category in reading while 32% had developing skills.
An increase in Check-in Assessment scores in numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment scores indicate that students maintained their level of numeracy in Year 3 while in Year 5 their was an increase in numeracy scores between 2022 and 2023. This was a priority area for the school. Additionally, the new NAPLAN measures show that 45% of Year 5 students performed in the exceeding and strong categories with 40% demonstrating developing skills in numeracy. In Year 3, 43% of students achieved in the strong category in numeracy while 33% had developing skills.
Percentage of students attending school 90% of the time or more at 75.7%.	Whilst the school implemented a range of attendance incentives only 51.8% of students attended school greater than 90% of the time, falling short of our target of 75.7%. However this was still a significant improvement on 2022 attendance data which indicated only 45.8% of students attended school 90% of the time. On average students attended school 86% of the available time, slightly up on last year. The school will continue to strive to improve the attendance of students and attempt to reach the target of 75.7% or more of students attending school 90% of the time as the school recognises the impact of attendance on student achievement and welfare.
90% of students reaching expected growth in spelling and reading against internal measures.	Whole school data including internal and external measures indicate that both spelling and reading performance improved during 2023. A greater number of students met and exceeded internal end of year spelling and reading measures and in NAPLAN Year 5 students matched the National Average in spelling and were slightly below it in reading. An outstanding result for the school.

Strategic Direction 2: Evidence Informed Practice

Purpose

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

Initiatives

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

- Data Skills and Use
- Implementing Evidence-based Practice
- Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction

Socio-economic background

Professional learning

QTSS release

Per capita

Low level adjustment for disability

Integration funding support

Aboriginal background

Beginning teacher support

Summary of progress

Teacher capabilities in the use of data to inform teaching practices has been significantly enhanced this year through scheduled and purposeful communication between school leaders and teachers. Collaboratively staff have been able to analyse, monitor and use data effectively to inform program planning, develop interventions, allow for differentiation and modify teaching practice. As a result, whole school data reflects an increase in the number of students achieving school and system related measures. The School has also increased their data sample to be more thorough in determining achievement across a broader range of subjects and has developed further school measures/benchmarks in these areas to guide teachers and identify fall-away points.

Teachers are continuing to implement synthetic phonics, a systematic evidenced-based program which is being delivered K-6 in English. Since its inception synthetic phonics has been adjusted to reflect the needs of students at Sunshine Bay Public School and as a result remains highly explicit. The school in 2023 implemented iCRAve Mathematics another evidence-based explicit program in Mathematics and early indications have seen an improvement in student performance in this area. Additionally, the school is implementing the new K-2 Syllabuses which are evidence-based, reflecting current research and updated pedagogy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers routinely and responsively use data to target teaching and measure the value of explicit, evidence-based teaching practices.	Using data literacy and analysis skills teachers have engaged with their team leaders and APCIs to identify specific students requiring further assistance in areas of numeracy and literacy in order to plan and implement explicit teaching strategies matched to students current need. Data indicates that targeted students in this process have progressed to the next level of achievement. Teachers have also modified their teaching programs and practices to focus on data identified areas for development specific to their cohort. Teachers are developing the understanding that the data is a measure of their effectiveness as well as the effectiveness of the evidence-based programs being implemented.

<p>Teachers expertly deliver a systematic synthetic phonics program. High expectations are visible across the school</p>	<p>Teachers are delivering a systematic approach to literacy embedded in synthetic phonics. 100% of teachers have been trained thoroughly in this approach and new teachers are trained when employed at the school. Observations indicate that 80% of staff are highly skilled in delivering the synthetic phonics program while newer teachers are developing their skills. The school during 2023 has endeavoured to raise its expectations even higher in both teacher and student performance in this area. As a result, whole school data indicates a significant increase in the number of students at their expected end of year level or higher in reading, spelling and writing.</p>
<p>Teachers can assess student performance accurately through the selection of appropriate assessment strategies and determine 'where to next' for individual students, as well as providing students with relevant feedback.</p>	<p>Teachers are continuing to develop knowledge and understandings around a wide range of assessments including formative and summative assessments methods to ensure a deep understanding of student achievement level and to understand 'where to next' for each student. Teachers are also further developing skills in providing relevant feedback to students through professional learning and collaboration. These assessments include new assessment tools such as the IfSR and Phonics Screener as well as sourced assessments. Teachers have used these assessments to ensure accuracy of data and consistent judgement, as well as identifying learning gaps in students to help develop interventions and to identify students capable of extension. Also, teachers are able to use assessments to inform Learning Progressions and ensure authenticity of School Reports. Internal data and external data triangulate closely signalling the accuracy of school assessments.</p>

Purpose

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

Initiatives

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

- Peer Observation
- Educational leadership
- Effective collaboration

Resources allocated to this strategic direction

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

Summary of progress

Through, focused educational leadership, increased collaboration and lesson observations linked to effective classroom teaching, 100% of teachers have developed new knowledge in relation to evidenced based teaching practice further supported by the implementation of the new research based K-2 Mathematics and English Syllabuses in 2023. Associated professional learning has resulted in staff developing deeper pedagogical understandings in a range of areas including school priorities. There has been an increase in distributed educational and instructional leadership through additional extended collaboration meetings and the leadership of data analysis.

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
High self-efficacy of staff as a result of continuous professional learning that had a focus on high expectations and supporting student growth.	Professional learning has been a priority for the school in 2023 to support student growth, teacher quality and to implement a number of new curriculum priorities initiated by both the school and the Department of Education. APC&Is and the Leadership Team have set high expectations through staff training in Mathematics, the new K-2 Syllabuses and associated units of work produced by the Department of Education. Staff are also being prepared for the enactment of the new K-6 Mathematics Syllabus in 2024.
Triads facilitating peer observations and CPL-Connect Feedback to Data are continuing to be developed and consolidated across the school.	After an evaluation of the implementation of Peer Observations Triads facilitated by Number Talks and CPL Connect Feedback to Data, it was decided that the school would no longer implement Triads or CPL as circumstances including the learning culture in the school impeded its continuation. Introduction of iCRAve Mathematics program opened new opportunities to introduce peer observations and collaboration. Teacher capacity on use of connecting feedback to data has however continued with

<p>Triads facilitating peer observations and CPL-Connect Feedback to Data are continuing to be developed and consolidated across the school.</p>	<p>teachers more readily able to effectively collect, analysis and use data more effectively.</p>
<p>Collaboration is beginning to be an embedded process enhanced by ongoing collegial peer observations and supported by staff use of Digital Planning.</p>	<p>In 2023 additional collaboration time has been scheduled consistently with 100% of staff accessing this allocation to plan and communicate collegially. Time is given weekly for collaboration, as well as extended sessions regularly programmed in staff meetings and SDDs. To date, this collaboration has enhanced school communication and professional dialogue around teacher and student performance further improving school achievement and supporting school initiatives. Lesson observations have continued through the implementation of explicit numeracy strategies that the school has adopted. Additionally, 100% of staff use the digital planning platforms to further support and promote effective collaboration. Ongoing professional learning in this area was available through DCO funding in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$125,023.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sunshine Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Data Skills and Use • Implementing Evidence-based Practice • Reading/Literacy • Wellbeing and Attendance • Assessment • Educational leadership • Effective collaboration • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staff release for target professional learning and collaborative practice • staff release for student specific case conferences and development of Personalised Learning and Support Plans (PLSPs) and additional plans required to support individual students • additional staff to support students during transition and other periods of high-level need • implementation of target programs to differentiate teaching and learning programs • intensive learning a behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. - Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP) with the Assistant Principal Learning and Support. - Consultation time with parents and the Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs). - An improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, notes, and parent feedback. - An improvement in the literacy/numeracy achievement levels of targeted students as evidenced by assessments and teacher observations. - Students demonstrating progress towards their individual learning goals. - Learning is implemented collaboratively and monitored so that ongoing adjustments are made and new learning is regularly introduced to meet the needs of the student. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. - To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures.
<p>Socio-economic background</p> <p>\$268,333.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sunshine Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

Socio-economic background

\$268,333.85

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Data Skills and Use
- Implementing Evidence-based Practice
- Reading/Literacy
- Wellbeing and Attendance
- Assessment
- Peer Observation
- Educational leadership
- Effective collaboration

Overview of activities partially or fully funded with this equity loading include:

- resourcing to increase equitability of resources and services
- professional development of staff through Synthetic Phonics and iCRAVe Mathematics Programs to support student learning
- employment of additional staff to support Berry Street program professional learning and implementation.
- employment of external providers to support students with additional learning needs
- providing students without economic support for educational materials, uniform, equipment and other items
- employment of external providers to support staff in professional learning in Aboriginal Cultural Awareness and Understanding

The allocation of this funding has resulted in the following impact:

- Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data.
- The school heavily invested in data and the evaluation of data to support students and their learning.
- Additional staffing to implement group interventions (in writing/reading boost, SBPS Synthetic Phonics Program, iCRAVe mathematics groups).
- Additional release time for professional learning to support identified students with learning and support needs.
- Additional staffing to implement co-teaching programs to provide intensive support for all students.
- Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.
- Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.
- Literacy and numeracy programs and resources, to support teaching, learning and assessment.
- Provision of resources and additional programs (eg gymnastics) for students to access the curriculum.
- Students were provided with one-to-one intervention from School Learning and Support Officers (SLSO's) in the classroom and in the playground, based on their level of need.
- The purchase of effective literacy and numeracy resources including those for SBPS Synthetic Phonics Program, New Syllabus especially new texts and the iCRAVe blocks which support literacy and numeracy growth.

After evaluation, the next steps to support our students will be:

- Literacy and numeracy mentor to support our trajectory towards achieving school improvement measures.
- To continue successful reading, writing and mathematics interventions for individuals and groups of students.
- To adjust mathematics focus-groups to ensure students requiring intervention receive appropriate support.
- To expand current High Potential and Gifted Education opportunities to include all four domains (intellectual, creative, social-emotional and physical).
- To analyse and adjust access to online learning platforms to suit student needs.
- To continue additional release from face-to-face teaching for

<p>Socio-economic background</p> <p>\$268,333.85</p>	<p>planning and program.</p> <ul style="list-style-type: none"> - To provide teacher professional learning on the effective analysis and use of student achievement data. - Continued employment of additional teachers for wellbeing, literacy and numeracy intervention. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$64,203.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sunshine Bay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Data Skills and Use • Implementing Evidence-based Practice • Reading/Literacy • Wellbeing and Attendance • Effective collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist staff to support students in Aboriginal language <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. - Increased understanding of Aboriginal history and culture across the school. - Employment of staff to deliver personalised support for Aboriginal students. - Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning. - The funding has allowed for cultural education for both students and teachers to be delivered. - Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place. - Community consultation and engagement to support the development of cultural competency. - Additional School Learning and Support Officers (SLSO) time was provided to support students with engagement and connections to school. - All students benefitted from cultural learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Engaging an Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. - Engaging an Aboriginal identified position to teach Dhurga language and aboriginal perspective in curriculum delivery. - To further expand the cultural education for our Aboriginal and Torres Strait Islander children through the Personalised Learning Pathways (PLP) cycle. -Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes. - To develop stronger connections with the local Aboriginal Education Consultative Group. - To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation

<p>Aboriginal background</p> <p>\$64,203.84</p>	<p>and personalised support in the classroom.</p>
<p>English language proficiency</p> <p>\$11,197.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sunshine Bay Public School.</p> <p>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"> • Peer Observation • Educational leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased teacher capacity to cater for EAL/D students in mainstream classrooms. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. - Professional learning to use student English language proficiency data, using the EAL/D learning progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Ongoing professional learning to identify language and cultural demands across the curriculum. - Personalised and targeted professional development in the form of mentoring, co-teaching and co-planning. - To provide professional learning in planning and delivering evidence-based, explicit teaching programs that support English language proficiency. - Increased staff awareness of EAL/D practices with additional professional learning.
<p>Low level adjustment for disability</p> <p>\$171,699.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Sunshine Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Reading/Literacy • Wellbeing and Attendance • Effective collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech programs developed by specialists • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Student centred, explicit and personalised learning is visible across the whole school. - Employment of specialist teachers to provide differentiated student

<p>Low level adjustment for disability</p> <p>\$171,699.18</p>	<p>support.</p> <ul style="list-style-type: none"> - implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. - Engaging specialists and support to provide targeted professional learning for staff to build staff capacity. - Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. - Employment of Speech therapists in classrooms K-2 has led to improved results in expressive and receptive language for all students and deepening knowledge for teachers through team teaching opportunities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Location</p> <p>\$7,172.12</p>	<p>The location funding allocation is provided to Sunshine Bay Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading/Literacy • Educational leadership • Effective collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased subject opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.
<p>Professional learning</p> <p>\$27,797.45</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sunshine Bay Public School.</p> <p>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"> • Data Skills and Use • Implementing Evidence-based Practice • Reading/Literacy • Wellbeing and Attendance • Assessment • Peer Observation • Educational leadership • Effective collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations to staff by suitable and qualified facilitators

<p>Professional learning</p> <p>\$27,797.45</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective practices in the explicit teaching of Mathematics, Phonics and Berry Street practices.. - Increased capacity of all teachers to embed effective practices in the explicit teaching of problem solving and mental computation. - Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy. - Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. - K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. - Personalised and targeted professional learning in the form of mentoring and co-teaching. - To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan, in particular, evidence informed practice. - To ensure the school's professional learning cycle and mandatory requirements are met by all staff. - Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. - The leadership team will work towards creating structures to support an inclusive learning culture that enables learning and growth for every teacher. - Continued support (particularly for beginning teachers) in differentiating units of work to suit the needs of students. - Increased personalised and targeted professional learning in reading and numeracy strategies.
<p>QTSS release</p> <p>\$51,490.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sunshine Bay Public School.</p> <p>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"> • Data Skills and Use • Implementing Evidence-based Practice • Reading/Literacy • Peer Observation • Educational leadership • Effective collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. - Teachers implementing lessons differentiated according to students' needs. - Additional release time for teachers to engage in peer collaboration

<p>QTSS release</p> <p>\$51,490.08</p>	<p>and sharing of expertise.</p> <ul style="list-style-type: none"> - Staff have displayed increased attention on using data to support student learning and the development of teaching programs. - Teachers will continue to embed evidence-based, high impact teaching strategies within their classroom practice. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. - Formative assessment used frequently so that teachers can focus on immediate feedback. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Employing a specialist to lead improvement in an area where teachers need support. - Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Additional time for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.
<p>COVID ILSP</p> <p>\$104,739.33</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 2023.</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data. • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing intensive small group tuition for identified students. • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieving significant progress towards their personal learning goals. - Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. - Improved student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs. - To monitor students who have been on the program in 2023 to ensure ongoing success. - To continue to upskill teachers by attending relevant professional learning sessions. - To continue to provide progress updates to class teachers and parents during and/or at the end of each learning cycle. - Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy. - Small-group tuition to continue in the foundational skills of reading, writing and using number sense.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	167	148	129	121
Girls	147	141	121	118

Student attendance profile

School				
Year	2020	2021	2022	2023
K	78.7	84.5	89.5	85.7
1	83.5	88.2	83.0	89.1
2	84.9	90.0	85.4	87.7
3	82.7	89.6	87.6	85.8
4	79.3	87.9	88.8	86.3
5	82.4	89.7	87.1	89.7
6	80.0	89.7	84.4	84.9
All Years	81.6	88.7	86.5	87.0
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)	4.2
Classroom Teacher(s)	11.92
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	160,104.39
Revenue	4,028,794.21
Appropriation	3,949,857.05
Sale of Goods and Services	4,483.45
Grants and contributions	70,582.02
Investment income	3,771.69
Other revenue	100.00
Expenses	-4,075,175.36
Employee related	-3,601,788.64
Operating expenses	-473,386.72
Surplus / deficit for the year	-46,381.15
Closing Balance	113,723.24

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	103,428
Equity Total	515,434
Equity - Aboriginal	64,204
Equity - Socio-economic	268,334
Equity - Language	11,197
Equity - Disability	171,699
Base Total	2,594,634
Base - Per Capita	66,632
Base - Location	7,172
Base - Other	2,520,830
Other Total	337,405
Grand Total	3,550,901

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

We had an increase in responses in the Tell Them From Me parent survey in 2023. An increased number have reported that they are connected to the school, the school supports positive behaviour and safety,

Parent/caregiver:

Sadly we only had one response for 2022. However they were very positive on their feedback. They strongly agreed the school is connected to community, parents are encouraged to contact the school, the school is a friendly, tolerant and accepting environment and the school promotes a healthy environment

Student:

A variety of students were asked the following questions:

What do you like about our school? Playing, sport, softball, equipment, computers, lunch orders, my teacher and groups was the overwhelming response.

What can we make better? Nothing, more play, Bubblers up the top of the playground and more science equipment.

Teachers:

Why are you here? Educate in a safe and caring environment, collegial connections, value what SBPS stands for, supporting and encouraging staff, great management, active brain, we put the kids first, to help build and support the community, friendships, students known, valued and cared for, standard frameworks to build around, public school, families need us., open door policy, small school, respectful and kind students, I'm learning and growing professionally, school is grounded and connected and trusted.

What can we do better? More individual feedback, reporting process simplified, what is mandatory?, embrace what works, revise assessments, frequent wellbeing check-ins with staff, longer term vision for learning, collaboration, ease workload and give staff time to consider commitments before committing.

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.