

Pottsville Beach Public School
Annual Report



2016



3578

Introduction

Welcome

The Annual Report for 2016 is provided to the community of Pottsville Beach Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Mark Downward

Principal

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Message from the Principal

2016 gave us good cause to celebrate a year of achievement, in academic, sporting and cultural endeavours. It is a time for us to take pride in our efforts to be the best we can, and to reflect on the contribution we make not only to our school but also to our wider community.

The 2016 school year saw a number of significant changes in staff with the retirement of the principal Mrs Debbie McKinnon and leave of deputy principal Mr Steve Dean. Both left a lasting legacy of a quality education which Pottsville PS was renowned for. Mrs Jenny Foster stepped up into the Principal's role and provided outstanding leadership for the school community for the majority of the year.

2016 has been a busy and successful year in our classrooms, on the sporting fields and in the arts. Diversity of experience is one of our hallmarks – We've had students competing at state championships in sport, singing at BUPA aged care, parading in front of family for the Easter Hat Parade and showing grandparents in classrooms the latest in technology.

The 'You Can Do It' program continues to be a cornerstone of our student wellbeing program providing students with the skills to work through life's difficulties. In 2017 work will be completed on strengthening all our school wellbeing policies.

We are very lucky to have tremendous support from our school community. We have hundreds of volunteers that work within the school to support and enhance our programs. From every day classroom helpers, to assistants in our kitchen or garden, volunteers in the canteen and in so many other ways around the school. We thank them for their support.

I want to recognise our P & C, particularly Mark Cherry and his executive team. I appreciate their absolute focus on improving resources and programs for the students of the school. I also want to acknowledge Michelle Acret who led this year's Fete team. Our Fete, held in October, was a great success not only in raising in excess of \$30000 but also in bringing the community together for an evening of fun.

We have continued to build our relationship with our Aboriginal families and wider community through our partnership with the Aboriginal Education Consultative Group (AECG). The Yuli program was an outstanding success providing our year 5 and 6 students an opportunity to learn more about culture and what it means to be an indigenous student.

Our school continues to grow – and in the next 18 months we will witness the building of new facilities which will allow us to finally move out of the numerous demountables scattered around the school.

Finally, I acknowledge my amazing staff; each teacher, each administration member, my executive team, each learning

support person, my cleaners, General Assistant and casual teachers. They are professional, willingly give time beyond their core work, strive to ensure they are up to date in their techniques and provide a high level of care for students.

Mark Downward

Principal

School background

School vision statement

The school's vision is to provide excellence in educational learning experiences and opportunities for students within a caring environment. This is ensured by providing effective operations at all levels. The school prides itself on the provision of excellent programs ensuring students reach their potential and become confident, creative individuals.

School context

Pottsville Beach Public School is located in northern NSW on the coast some 20 Km from the QLD border. The school's background is natural bush and with the Pacific Ocean at the school's doorstep. We draw students from the country town of Pottsville which has grown rapidly over the last 10 years. Approximately 9000 people now call Pottsville home.

Our staff are highly qualified educators who seek out innovative learning experiences for their students whilst ensuring that each student maximises their potential and enjoys their time at Pottsville Beach Public School. Our school is characterised by the pursuit of academic excellence; the fostering of students' cultural and sporting talents and the promotion of personal growth through the development of confidence and positive self-esteem for all. The school provides quality learning opportunities that empower our students to live in and contribute to a changing society.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

This year, our staff at Pottsville Beach Public School undertook self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was allocated to the executive team to thoroughly examine the School Plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. The Framework was communicated to the staff where they had opportunity to provide feedback and to ensure our improvements efforts aligned with their high level of expectation.

In the domain for Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of resilience, confidence, persistence, organisation and getting along. Results have been evident in the way in which students are relating to one another and, importantly, being organised and ready to learn. Attention to individual learning needs has been another component of our progress throughout the year. Students with high level needs are being identified early, their parents are involved in the planning and support for them and records of student progress are centrally stored and easily accessed by all stakeholders. We have also successfully provided Personalised Learning Plans to encourage strong participation and contribution of our Indigenous Community in learning at the school. Overall in the domain of learning the school assessed itself at:

Learning Culture –Sustaining and growing

Wellbeing–Sustaining and growing

Curriculum and learning–Sustaining and growing

Assessment and Reporting–Delivering

Student Performance Measures–Delivering

Our major focus in the domain of Teaching has been effective professional standards and learning and development. Opportunity has been provided to staff members in relation to planning and teaching of the National Curriculum in English, mathematics, science and history. Teachers have used data analysis to inform decision making and grown their teaching practice through classroom observations, reflections and feedback. Pottsville Beach Public School staff is improving their effective teaching practice through their involvement in the Professional Development Plan (PDP) process. The school leadership team will work towards improving the way we produce evidence in 2017. Overall in the domain of teaching the school assessed itself at:

Effective classroom practice–Delivering

Data skills and use– Working towards delivering

Collaborative practice– Delivering

Learning and development– Sustaining and growing

Professional standards– Sustaining and growing

In the domain of Leading, our priorities have been leadership and management practises with an emphasis on personalised learning plans for teaching staff. Mentorship has been provided to numerous staff from the executive team to ensure leadership messages are consistent, and relevant with an emphasis on improvement. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic and supportive school learning culture. Overall in the domain of teaching the school assessed itself at:

Leadership– Excelling

School planning, implementation and reporting–Delivering

School resources–Delivering

Management practices and processes–Sustaining and growing

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leadership

Purpose

Build and develop staff capacity through focused professional learning and development. Staff engage in professional learning that is relevant and future focused. Students are an active voice in decision making. Students have opportunities to be creative, innovative and resourceful.

Overall summary of progress

The school introduced its flagship programs in 2015 and these programs were consolidated in 2016. A review of these programs has provided direction for further refinement of student leadership programs moving into 2017. Teacher leadership capacity was improved with several staff given relieving roles on the school executive and the distribution of lead roles in a number of programs further developing staff capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100 % of teaching staff have a PDP and have undertaken targeted PL.	Achieved by 100 % of teaching staff	Professional Learning Funds used to support staff training \$45000
Recognition and appreciation for continued education and training among staff indicated by changes in Teaching and Learning Programs.	Executive feedback reported that programs reflected new learning by staff about the national curriculum.	Low SES funds \$8000 TPL– portion of \$45000
100 % of executive team is comprehensively trained in Aitsl Leadership Profile and Bostes standards.	completed in 2015	
Student voices ,opinions, their ideas and decisions are implemented within the school evidenced by discussion at SRC meetings	Programs for students all fully implemented in 2016. Success measured by the number of students applying for these roles– % increase in 2016	Low SES funds– \$6000

Next Steps

Professional learning for teaching staff around student voice in learning and decision making will provide the research background for phase 2 of increasing students ability to influence and take responsibility for their own learning. Teaching staff will develop PDPs that take account of the Bostes teaching standards and align this more with accreditation processes.

Strategic Direction 2

Learning and Engagement

Purpose

Students are literate, numerate, creative and productive users of technology. Students can think critically and logically. Students are socially, environmentally and culturally aware. Students that collaborate, work in teams and communicate ideas to make sense of their world.

Overall summary of progress

The staff understand that student engagement and learning are related. Lessons and learning opportunities are engaging, teaching strategies and programs address the needs of identified student groups. The teaching staff have a deep understanding of their students' strengths, weaknesses and background.

Staff members continue to deepen their understanding of the new science, mathematics and history syllabuses. Staff members from within the school and across our learning community continue to consolidate their knowledge of the English syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching in each KLA is explicit, integrated and differentiated to support student learning	Feedback from the executive and reviews of data collected indicates high levels of success at a class level and for those students offered additional support.	Low SES funds, Indigenous students funds and low level disability all contributed funds towards achievements. Total \$40000
NAPLAN & PLAN data analysed & evidence of explicit teaching in identified areas.	Review of Plan data enabled staff to focus teaching at specific students needs. Naplan doesn't provide the diagnostic detail required and was discounted by staff.	TPL and Low ses funds used \$4000
100% of staff teach the Science and Technology unit (Evidence identified in teaching and learning programs)	Completed in 2015 and reviewed in 2016.	No new resources used
100% of staff will implement the Science and Technology syllabus	Completed in 2015	No new resources used.
All teachers have knowledge and expertise in PLAN as evidenced in Teaching and Learning Programs.	Years K-2 collect evidence to make judgements on PLAN. Teaching staff compare judgements to ensure consistency across the grade.	Software purchased using a combination of Low SES, aboriginal and school funds. \$11,000
100 % of staff using scope and sequence that incorporates new syllabus	This continues to be an area where staff refine policy making modifications as the need arises.	TPL funds used \$3000

Next Steps

Whole stage Planning days will provide staff with time to share teaching strategies, compare student work samples, review resources and plan for opportunities to do classroom observations of teaching practise. These planning days will provide all teaching staff with professional learning that will be more personalised and aligned to their Professional development Plan.

Non teaching staff will be invited into this process as PDPs are introduced for all NSW government employees.

Strategic Direction 3

Community Relationships

Purpose

Build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Aboriginal cultures are valued, respected and promoted thus maintaining students' attendance engagement and achievement.

Overall summary of progress

The school has achieved the majority of initiatives listed in this strategic direction. The school is consolidating these programs and reviewing their sustainability.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff have a Professional Development Plan and have undertaken targeted TPL.	All staff wrote a Personalised Professional Development Plan and undertook professional learning to support their plan and teaching.	TPL funds \$5000
Recognition and appreciation for continued education and training among staff indicated by changes in Teaching and Learning programs.	Feed back from the school executive team confirmed that all teaching staff had incorporated new learning in their teaching programs.	TPL funds used \$39000
100% of executive team is comprehensively trained in AITSL Leadership Profile and Aust. Standards.	Completed in 2015	No funds used
Student voices and opinions are valued and their ideas and decisions are implemented within the school evidenced by discussion at SRC meetings.	Tell them from me surveys indicated a high degree of satisfaction from the student body about their ability to influence school decisions. 80% of students have a strong sense of belonging.	No funds used

Next Steps

Professional learning for staff about future directions in student voice. Modifications and adjustments to current leadership programs undertaken. Parent and community body will be invited into processes that support the development of a school plan for 2018 to 2020.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Yuli students interviewed for feedback reported a high degree of pride and satisfaction about their involvement in the program. Parents interviewed for feedback were fully supportive of their child's involvement.</p> <p>In class support provided to students K–6 enhanced learning for all students</p>	<p>\$14000.</p> <p>Other funds expended on in class support for students– \$25000</p>
Low level adjustment for disability	<p>Funds were used to support children identified at risk by teaching staff and referred to the schools Learning Support team. Staff feedback was universal on its positive impact.</p>	<p>In class support for students at risk– \$48000</p> <p>Supplemented by other Equity funding.</p>
Socio–economic background	<p>Improved writing performance for students identified by teaching staff at risk. Data collected from students indicated value added progress for over 80% of students.</p> <p>Software programs purchased to support literacy and numeracy</p>	<p>Funds used included Equity and Tied grants \$45000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	355	336	327	340
Girls	348	378	354	351

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	93.7	92.3	92.1
1	93	92.9	92.4	92.6
2	93.6	93.4	92.4	92.7
3	93.3	93.6	93	91.8
4	92.9	91.6	93.4	90.7
5	93.5	93.4	92.4	91.4
6	92.5	91.4	93.7	90.2
All Years	93.2	92.9	92.8	91.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.32
Teacher of Reading Recovery	1.03
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0

The makeup of staff includes a healthy mix of experienced and beginning teachers with several staff identifying as indigenous.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

Pottsville Beach PS staff participated in mandatory professional learning in the Code of Conduct, WH&S and Child Protection including, Keeping Them Safe. In Student Well- Being staff were trained in the You Can Do It program which has a Kindergarten to Year 6 focus, CPR and anaphylaxis procedures.

Staff prepared for the introduction of the new geography syllabus in 2016 as well as consolidated their knowledge of the new history curriculum. Staff were allocated time to write programs and discuss teaching strategies with colleagues.

All staff participated in the annual cycle of writing a professional learning plan which included the use of classroom observations. Specific staff trained in Reading Recovery and accreditation process for Bostes. No teachers in 2016 were seeking or maintaining voluntary accreditation at Highly Accomplished or Lead levels.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for

operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Total carried forward was \$302,809

Income	\$
Balance brought forward	229 134.46
Global funds	396 982.22
Tied funds	282 299.91
School & community sources	213 739.43
Interest	5 976.57
Trust receipts	16 382.39
Canteen	0.00
Total income	1 144 514.98
Expenditure	
Teaching & learning	
Key learning areas	28 096.11
Excursions	46 407.11
Extracurricular dissections	80 861.26
Library	5 534.10
Training & development	80.00
Tied funds	299 167.96
Short term relief	127 832.35
Administration & office	94 907.00
School-operated canteen	0.00
Utilities	50 722.88
Maintenance	48 050.87
Trust accounts	26 534.97
Capital programs	31 511.04
Total expenditure	0.00
Balance carried forward	1 144 514.98

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Pottsville Beach PS in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/caregivers, staff and students were surveyed about several aspects of the school's performance and policy and program delivery through the Tell them from me surveys and interviews with parents. Key feedback from these surveys included:

The school's Kindergarten transition program is worthwhile and assisted children in the transition to school.

The number of weeks this program took place was about right.

The school's communication with parents was hampered by the quality of internet services in Pottsville. The newsletter provided all the information most parents would need.

Parents would like an increase in the number of specialist coaching and extra-curricular activities on offer.

Students felt safe and cared for at school.

80% of students in this school had a high sense of belonging. The NSW Government norm for these years is 81%.

80% of the girls and 79% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 81% and for boys is 81%.

Policy requirements

Aboriginal education

In 2016 Pottsville Beach Public School had 51 students who identified as Aboriginal and or Torres Strait Islander. All students had numerous opportunities to explore and celebrate Aboriginal culture. All Indigenous students were involved in Aboriginal art lessons, Naidoc day, National Reconciliation Week and across Australia competitions as well as curriculum content that catered for indigenous students. One student was successful in being awarded age champion for her efforts. Stage 3 students participated in the Yuli program that brought together all students from Kingscliff HS feeder schools and introduced students to numerous cultural activities.

Multicultural and anti-racism education

In 2016, 700 students were enrolled at Pottsville Beach Public School. Less than 3% of these students

have language backgrounds other than English. 28 different languages are represented within our school. None of these children required specialist interventions to support their learning of English.

As part of the Department's commitment to anti-racism, each government school has an Anti-Racism Contact officer (ARCO). This officer deals with complaints of a racial nature in the school. Pottsville Beach Public School has one teacher trained to provide support to teachers, parents and students who may experience racial harassment at school.