Introduction

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

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

Anita Mangan
r. Principal

School contact details

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beach-s.School@det.nsw.edu.au
9905 9451

Message from the Principal

The broad aim of our program at The Beach School (TBS) is to assist students to develop the confidence and skills necessary to reach goals they have identified in the Personalised Learning Plans. For some students this involves making a successful return to their mainstream school on a full time basis, while for others their focus is to prepare themselves for further education or the workforce and for success in the wider community.

The Beach School team is highly regarded. We collaborate closely with specialist support staff to assist our students, their families and schools. These extra supports from outside agencies help our students and families become involved more in the school, family and community

The Beach School teachers and learning support staff actively improve knowledge and skills to develop their expertise in behaviour and learning support. We have a team of dedicated and enthusiastic staff. On top of teaching the KLA’s the staff skill set has enabled us to offer wood work, metal work, PDHPE, art, ceramics, home economics, and VET which has improved the learning opportunities for the students.

Anita Mangan
r. Principal
School background

School vision statement

At The Beach School we believe that by working collaboratively within and beyond the school, we will create an inclusive environment providing greater opportunities for students to achieve personal success as 21st century learners and responsible citizens.

Students will have educational opportunities that were unattainable in a mainstream setting. Through careful planning, students will experience personal successes through staff providing “manufactured success” opportunities with students developing a sense of self–worth and self–belief. This will lead to students working towards being positively contributing members of society.

A culture of high expectations supports the belief that all students can learn, progress and achieve. Students will have the opportunity to participate in education on the same basis as mainstream students.

Through inter–agency collaboration and partnerships with mainstream schools, the school will work towards a collective impact leading to improving the opportunities for the students and their families in the wider community.

School context

The Beach School is an SSP (School for Specific Purposes) which caters for 42 students in years 7 to 12 who typically are exhibiting challenging and/or disruptive behaviours, may have mental health issues, have low self–esteem, poor social skills and an inability to adjust to a mainstream educational setting, therefore affecting their academic potential.

The Beach School aims to deliver an intensive intervention program designed to help students learn to manage their behaviour and integrate successfully into mainstream settings which may include school, work and/or TAFE.

The Beach School offers programs that develop individualised learning opportunities for those students who have exhausted all possible recorded interventions or supports provided by their home school. The school aims to assist students to achieve their personal best level of educational excellence. This will be done by setting challenging, yet attainable, goals for all students. The Beach School is committed to enhancing students’ ability to make positive, informed choices and to develop skills which assist them in managing day to day challenges, both in and out of the school environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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

In the domain of Learning our focus has been on wellbeing and learning culture. We have achieved significant progress in developing a positive and respectful school environment. The school community understands that wellbeing is a key underpinning of improved student outcomes, socially and academically. We have implemented a whole school approach to address many of the contributors to wellbeing with an explicit focus on safety, respect and personal responsibility to create a positive teaching and learning environment and improve student engagement.

Students also have access to a broad range of subjects that have been collaboratively developed to ensure that there is
minimal repetition of topics and that lessons are relevant and engaging. Teaching and learning programs incorporate the
development of living skills to prepare students for post school life. Students in senior years are supported to undertake
work experience and prepare for the transition to work.

In addition, through a range of community programs and learning alliances with other schools and organisations, our
students have had the opportunity to engage in a broad range of programs that support their development,
connectedness to school and relationships with others.

In the teaching domain our major focus has been learning and development, and collaborative practice. Our professional
learning has been targeted to address the individual needs of our teachers and the identified priorities of the school. Our
progress in this area has been enhanced through refining the systems and processes in the school to enable teachers to
work together to improve teaching and learning across the school and for particular student cohorts. The use of
technology to enhance and motivate student learning across all KLA’s has been evident this year with staff designing and
delivering programs using new technology. Strong processes have been implemented to support performance and
development with regular classroom observations, teacher reflections and opportunities for feedback in place to support
growth and improvement in teaching practice.

In the leading domain priorities have been to progress leadership and management practices and processes. The
consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a
strong foundation of leadership capacity building across the school. This approach recognises that leadership
development is central to the achievement of school excellence. We are a focused and driven team to achieve
excellence and be considered as a leader in the field of behaviour support.

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:

Strategic Direction 1

Student Learning

Purpose

Develop consistent, high quality educational practices and student achievement through a challenging, innovative and inclusive curriculum.

To build student capacity through academic achievements which recognise each individual’s right to an inclusive education regardless of circumstance (Disability Standards for Education).

This will be achieved through personalised learning plans which take into account academic, social, emotional, physical and well-being needs for each student. Consultation will include the student, family/carers, school and agencies/services.

Overall summary of progress

In 2016 student learning was enriched by The Beach School staff implementing new project based programs. Student directed learning became more of a focus. Every student participated in creating their own goals through their personalised learning plans with emphasis on achievements in literacy and numeracy. Staff used the Resilience Donut, Mind Matters and Compass testing to assess social, emotional and academic achievement. A VET audit also cemented the excellent performance of staff working with senior students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students show an improvement in engagement with education either through school attendance or engagement with appropriate support services – this is an individualised measure against each student’s achievements prior to attending The Beach School.</td>
<td>Student attendance improved by 73% in 2016  Staff participated in Professional Learning to engage students and then implemented programs in the following areas  – science  – technology  – metal work  – art  – ceramics  – numeracy  – literacy  in 2016 100% of year 10–12 participated in Work Experience. 27% then gained employment from the work experience</td>
<td>Professional learning funds  Transition Advisor relief</td>
</tr>
<tr>
<td>• All students will have a personalised learning plan that addresses academic, social, emotional, physical and well–being outcomes.</td>
<td>All students have Personalised Learning Plans.  Staff participated in Professional Learning and implemented the learning across the following areas  – testing and assessment  – Resilience and relationships (Dr Justin Coulson)  – Sex Education</td>
<td>Licencing for ACER COMPASS online Assessment Tool  Mathletics  Distance Education  Professional Development Funds</td>
</tr>
</tbody>
</table>
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
</table>
| • All students will have a personalised learning plan that addresses academic, social, emotional, physical and well–being outcomes. | – Accidental Counsellor  
– RAGE training  
– Chocolate Making/ Coffee Art  
– ADHD/ Mental Health Workshop  
– The Big Feed  
– Bushlink  
– RBA training  
– Respond to emergency situation training  
– Autism  
– Computer– 3D printing in the classroom  
– Bike Riding as a sport  
– Diabetes Training  
VET– Metal Work Training | |
| • Students and teachers share a common understanding of learning goals and related success criteria. | All students have individualised student folders that provide an overview of student achievement and demonstrate measurable progress in literacy and numeracy  
Assessment of all students is consistent across the school. Teachers have explored and utilised a range of standardised assessments to inform teaching and monitor progress  
Regular IEP meetings with students, families and carers | Beginning teacher Funds |

### Next Steps

* Specialist speech therapist employed to work with students on social communication
* Review of Social Skill Measuring Tool and development of a social skill matrix
* Further refinements of the PLP process through the identification of best practice
* Focus on a transition advisor for students undertaking work experience in trade industries
* Research into and refinement of school reward system
Strategic Direction 2

Staff Learning

Purpose

Develop whole school practice which enables all students to be highly engaged in learning and be emotionally supported.

To building staff capacity through evidence based practice and shared professional practice that is delivered in a consistent and rigorous manner.
This will be achieved through regular whole staff professional development and regular review of practice with staff collaboratively reviewing student outcomes both academically and behaviourally.

Overall summary of progress

The Beach School built staff capacity through professional development with a focus on STEM. Staff had training in 3D printing, coding and sphero robotics. Using this technology has increased student engagement and motivation in the STEM area.

The Beach School was also involved in mainstream school development– supporting new scheme teachers and school support staff through Professional development. Building these relationships with mainstream schools has been extremely beneficial for students when integrating.

The Beach School, under the supervision of Macquarie Park, moved a class to be located at Narrabeen Sports High. The intention of this class was to provide a new access point for students to The Beach School, a transition path from The Beach School and a way to build staff and school capacity in a mainstream setting. TBS staff worked with school executive and staff in behaviour management, wellbeing, accommodations and adjustments to curriculum, learning intentions and expectations. The response from the school staff, parents and students involved in the project has been an overwhelming success.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
</table>
| All students show an improvement in engagement with education either through school attendance or engagement with appropriate support services – this is an individualised measure against each student’s achievements prior to attending The Beach School. | Student attendance improved by 73% in 2016  
Staff participated in Professional Learning to engage students and then implemented programs in the following areas  
– science  
– technology  
– metal work  
– art  
– ceramics  
– numeracy  
– literacy | Professional Learning  
Transition advisor Relief |
| All programs will be internally reviewed and critiqued by staff. Student and parent/carer feedback will also be collected. | Student surveys  
Parent/Carer and community surveys.  
Mapping current practice and possible changes against the elements of the Melbourne Declaration.  
Mapping current practice and possible changes | Incorporated in to budget |
### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All programs will be internally reviewed and critiqued by staff. Student and parent/carer feedback will also be collected.</td>
<td>against the National Curriculum. Peer review of teaching practice. Review of data collection practices.</td>
<td></td>
</tr>
<tr>
<td>Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.</td>
<td>All staff, teaching and non–teaching, develop Professional Development Plans that reflect their professional needs as well as address student, school and community needs. Staff will monitor and review their teaching practice through peer mentoring, staff workshops and executive observations and feedback. Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies. Breakfast program, life skills program</td>
<td>Incorporated in to budget Breakfast/ Life Skills Program</td>
</tr>
</tbody>
</table>

### Next Steps

*Focus on QTL
*Staff accreditation at next level
*Refinement of school programs
*Increased access to Teacher Professional Learning with emphasis on Quality teaching strategies and trauma informed practices
*SASS Professional Development Plans
* Review LMBR Wellbeing Tool
* Focus on Visible Learning strategies in the classrooms
*Research, collaborate and implement highly effective assessment strategies that provide rich information about student learning to guide teaching
### Purpose

Develop community trust and capacity with strategic support to enable students to become successful, confident and creative citizens.

To build a whole community approach to supporting students and their families to maximise positive student outcomes. This will be achieved through a collaborative approach to the complex case management for each student. The school will work with mainstream schools, other SSP settings, agencies/support services, specialists and DEC services. The school will constantly look at new and innovative ways to address student needs.

### Overall summary of progress

The Beach School supported community this year through the Connect Expo, Northern Beaches Project, Northern Beaches Youth Interagency, Warringah Chamber of Commerce and FACS joint initiatives.

Use of a "hot desk" for agencies to be able to base themselves at school if they have multiple clients. Agencies can use the computer, phone and access school whilst working with multiple clients.

The Beach School also combined with Bunnings to work in other local SSP schools as a work crew to construct furniture.

In 2016, funds were expended to employ a transition advisor to work with students and local employers on making work experience and the transition to work smoother. This has resulted in students now engaged longer with employers and building better relationships with local employers.

The Beach School has also worked closely with other school communities—Narrabeen, Barrenjoey, Pittwater House, Asquith Boys High—for our staff to have professional learning to help expand the school program or to work with other schools to expand their programs.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
</table>
| The number of schools and agencies involved in partnership projects/programs with the school | The Beach School became a lead agency in The Northern Beaches Project whilst it was run under FACS guidance. The Beach School are successfully involved in Executive Committee and hosting all bi-monthly meetings at school. Agencies running programs at school or working on site with students are:  
  - DAYSS  
  - Mission Australia  
  - Streetwork  
  - Burdekin  
  - Headspace/CYMHS | Executive relief |
| The Beach School staff working within mainstream schools, 3 focus mainstream high schools in 2015, 5 new focus high schools in 2016, reviewed in 2017. | The Beach School have led training for LAST staff, welfare teams, new scheme teachers, school counsellors, year advisors and executive. Organised Accidental Counsellor Training delivered by Lifeline for various agencies and 40 school | Professional Learning |
## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Beach School staff working within mainstream schools, 3 focus mainstream high schools in 2015, 5 new focus high schools in 2016, reviewed in 2017.</td>
<td>deputies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Happy Family training by Justin Coulson delivered to staff and parents from The Beach School and other local mainstream high schools</td>
<td></td>
</tr>
<tr>
<td>Connect Expo – 10% increase in schools attending, 10% increase in support services attending.</td>
<td>After a 93% increase in schools attending and 11% increase in agencies attending last year we found the numbers stayed the same in 2016. Discussions with schools and agencies resulted in plans to run the Connect Expo every 2 years</td>
<td>ESES funds</td>
</tr>
<tr>
<td>10% increase in students and/or their families/carers engaging with support services.</td>
<td>Students and their families are encouraged to engage with services. Lack of engagement is reviewed and appropriate reporting to CWU/FACS where necessary occurred. Parents and carers engaged in after–hours groups for less formal support.</td>
<td>Incorporated in budget</td>
</tr>
</tbody>
</table>

### Next Steps

* Curate an exhibition at Warringah Creative Space with other local SSP schools
* Expand the work crew into other schools for construction projects
* Work with local agencies in a work experience capacity
* Work with mainstream schools in regard to further curriculum delivery and assessment procedures
* Parent groups run by agencies
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>Identified students received extra support. Whole school was involved in programs. Identified Aboriginal staff worked with developing a cultural identity with students</td>
<td>$502.94</td>
</tr>
<tr>
<td></td>
<td>• Aboriginal background loading ($502.96)</td>
<td></td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>Students were able to access camps, school activities, distance education, uniforms and sport. Students were also provided with support staff when attending work experience, TAFE and integration</td>
<td>$2070.30</td>
</tr>
<tr>
<td></td>
<td>• Socio–economic background ($2 070.30)</td>
<td></td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>The Beach School supports beginner permanent teachers as well as beginner casual teachers. All staff benefit from training provided for beginner teachers either through sharing the training or mentoring the beginner teachers. Team teaching and sharing programming and differentiation of the educational program as well as behaviour management benefits students and staff.</td>
<td>$4080</td>
</tr>
</tbody>
</table>
**Student information**

### Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>18</td>
<td>18</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Girls</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Students are referred to The Beach School through their home school. The referrals are presented at the DoE Macquarie Park Office Placement Panel where the referral is considered before an offer of placement is made.

The Referral Placement Panel occurs twice a term which results in a regular intake of new enrolments.

The enrolment graph is a snapshot of the school at census time (March 2015) and is not indicative of enrolments across the year. The school has a capacity of 42 students and the enrolments fluctuate across the year with Term 1 being usually the lowest point of enrolments.

### Management of non-attendance

Many students who attend The Beach School have a history of sustained truancy (either partial or full). The school has consistently shown improvement for each student in their personal attendance rate. Some students will have periods of time where family and/or personal issues impinge on their attendance but this is dealt with through the school, the family and external agencies. Attendance data does not fully reflect the complexity of management issues around student engagement. Many of our students require alternative programs at some time during their enrolment.

**Management of non-attendance –**

Student attendance is impacted on by mental health, home and community issues as well as school issues. Student non-attendance is dealt with by

- upon receiving the referral of a student, a history of student attendance is collected from the referring school and support is put into place before the student has even started in the program
- supervision before school of the local area to prevent students gathering leading to late arrivals – roll call in the morning and full supervision throughout the school day including at break times, breakfast programs to encourage punctuality
- consequences for late arrivals after roll call
- SMS texts to parents/carers of non-attenders for that day

- Personalised Learning and Support Plan reviews for chronic truants including partial attendance if required, off-site extensions to the individual education plan
- action learning projects that are relevant and engaging
- interagency support for the student and the family
- incentive programs
- Home School Liaison Officer and Departmental procedures if no improvements achieved
- professional learning for staff around behaviour management, relationship strength interventions and mental health

### Structure of classes

The Beach School runs 2 programs – Standard Program and Tutorial Program. Students are placed into the appropriate program depending on their age, year group, diagnosis (where appropriate) and student mix.

### Retention Year 10 to Year 12

Students in Year 10 either elected to continue their secondary education at The Beach School or another High School or moved into employment. Students continuing moved into a Year 11 program to attain more employability skills training and experience in preparation for either TAFE and/or the workforce.

### Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our students exit The Beach School after extensive planning meetings to ensure that the student will have their academic, social and long-term needs met as best as possible. Year 12 students are able to access NDIS (Transition To Work) support, referrals into the program are organised before students exit the school program.
### Workforce information

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>7.82</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0.2</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At the beginning of 2016 The Beach School had 7% of staff identifying as Aboriginal. We also have casual staff who identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

#### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>29</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

The school has a number of casual teachers working on Teacher Accreditation with BOSTES. Teachers have the opportunity to be mentored by colleagues within the school and from like settings. The school also has teachers working at maintaining accreditation. The school seeks support from Educational Services in supporting all staff through this process with the view of preparation for compulsory maintain proficiency in the coming years.

The Beach School has 1 permanent beginning teacher working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient, however, the school is supporting one casual teacher to achieve proficiency.

The Beach School has no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

The Beach School has a commitment to on-going professional development for all staff – Teachers, School Learning Support Officers and Office staff.

The outcomes to be achieved and constantly monitored are –

- Improved programs for students
- Improved student learning
- Improved attendance and retention rates for students
- Reduced suspension rates
- Improved safety for students and staff (including WH&S training)
- Leadership development opportunities for staff
- Staff satisfaction in their work
- Recognition and leadership in the community especially in regards to developing work practices/partnerships between schools and agencies.

This is achieved through individual professional learning opportunities and through whole school professional learning opportunities. All staff are involved in developing personalised professional learning plans. Professional learning includes mandatory training in emergency health care, child protection, disability standards, as well as technology, behaviour management, mental health, VET training, financial training, SASS training and curriculum specific training.

The school provides professional learning opportunities in partnership with Northern Beaches Youth Interagency Services and local schools.

The average expenditure of professional learning per teaching staff member was $600.00. An extra amount of money was spent on professional learning for SASS staff (School Learning Support Officers and Office staff).

### Financial information (for schools using both OASIS and SAP/SALM)

Financial information
The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>428 921.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>119 775.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60 765.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40 312.71</td>
</tr>
<tr>
<td>Interest</td>
<td>5 692.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 128.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>656 595.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17 329.75</td>
</tr>
<tr>
<td>Excursions</td>
<td>8.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6 423.21</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 743.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52 809.44</td>
</tr>
<tr>
<td>Short term relief</td>
<td>6 723.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19 742.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22 195.74</td>
</tr>
<tr>
<td>Maintenance</td>
<td>52 858.76</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 671.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>183 505.78</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>473 090.06</td>
</tr>
</tbody>
</table>

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.
<table>
<thead>
<tr>
<th></th>
<th>2016 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>385 364.02</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>4 013.90</td>
</tr>
<tr>
<td>Base Location</td>
<td>0.00</td>
</tr>
<tr>
<td>Other Base</td>
<td>381 350.12</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>2 573.24</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>502.95</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>2 070.29</td>
</tr>
<tr>
<td>Equity Language</td>
<td>0.00</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>1 108 453.54</td>
</tr>
<tr>
<td>Other Total</td>
<td>102 020.88</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>1 598 411.67</td>
</tr>
</tbody>
</table>

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 the school surveyed students, families and staff using the Tell Them From Me survey as well as school built surveys.

As a result of the surveys the following findings were reported on and used to inform strategic directions:

**Students**
- strongly respect their teachers
- feel accepted and a sense of belonging
- feel that they have made positive changes
- programs are enjoyable

**Parents**
- feel inspired by seeing the growth in their child and others attending the school
- the school has made a positive difference

**Teachers/Staff**
- feel included in decision making
- look forward to more professional learning in mental health and emotional disturbance
- feel that make a difference in people’s lives

**Policy requirements**

**Aboriginal education**

Aboriginal Education is imbedded across all KLAs to a greater or lesser extent. Every opportunity to reflect an Aboriginal education point of view is used to widen students’ acknowledgement and appreciation of the Aboriginal historical contribution and cultural richness to the nation that Australia now is.

Quality teaching practices are reviewed to ensure that Aboriginal content and perspectives are included across all KLAs from an historical and a contemporary viewpoint.

All students have an Individual Education Plan and Personalised Support Plan regardless of whether they are Aboriginal or not. Access to Education, support, accommodations and adjustments are put into place for all students in keeping with DDA legislation.

**Multicultural and anti-racism education**

The school uses an integrated food technology program where students achieve outcomes in Languages other than English, History and Geography whilst enjoying the rich diversity of different cuisines across the globe. This program provides an opportunity for families and community from culturally diverse backgrounds contribute to the teaching and learning. This program also includes Sustainability and Community Service. The school has a permaculture garden tied into the program.

The school has developed this program as part of a Sustainability in SSP schools project. Our SEMP (School Environmental Management Plan) is on the Sustainability website as an example of best practice.

The school has an ARCO position, this person has the responsibility to ensure that students and staff have an appropriate person to voice concerns. The ARCO officer has the responsibility to ensure that staff reflect in culturally respectful and inclusive practices across the school.

The school invites outside providers to run harmony workshops for the students.

**Other school programs**

**Sport**

The sport program at The Beach School is extremely varied so everyone in school can be involved and participate.

Sport in term 1 is delivered alongside Royal Life Saving Australia and each student receives their CPR and Surf Awareness Certificate.

Other terms is a combination of Outdoor Education and Recreation Sport.

The Beach School staff have also organised and competed against other like schools in gala days for...
table tennis, indoor soccer, touch football, surfing and an Extreme Games Challenge. The students always enjoy the competitions.

Art

The Beach School participated in the Castle Hill Show where students were able to display their finished products in ceramics, painting, photography, woodwork and cake decorating. Students were successful in gaining Grand Champion for combined whole school sculpture.

Student art work was chosen to be included in the "What Home Means To Me" exhibition at Warringah Creative Space. It was so well received it was then the feature piece at the International "What Home Means To Me" Conference in Sydney.

Staff successfully submitted a proposal to Warringah Creative Space to curate an Exhibition in 2017.

Big Feed

The Big Feed deliver a 5 week program working with students on developing healthy eating habits, understanding nutrition, health and hygiene, budgeting and developing cooking skills.

Duke of Edinburgh

The Beach School in conjunction with Boomerang Adventures delivers the Duke Of Edinburgh Award. At school students participate in volunteer work through participation in community awareness events– White Ribbon Day, Daffodil Day, Bear Cottage and Biggest Morning Tea. Through the sport program students are able to accumulate sport hours for participation in various physical activities. Skills are developed through the cooking, art and woodwork programs. Students participate in 2 outdoor camps under the supervision of staff and Boomerang Adventures. In 2016, 3 students received their Bronze and 10 students will be eligible for their Bronze Award in 2017.