



2020 Annual Report

Pottsville Beach Public School

POTTSVILLEBEACH



EXCELLENCE INNOVATION SUCCESS COMMUNITY

3578

Introduction

The Annual Report for 2020 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.

School contact details

Pottsville Beach Public School

Tweed Coast Rd

Pottsville, 2489

www.pottsville-p.schools.nsw.edu.au

pottsville-p.school@det.nsw.edu.au

6676 1161

School vision

School Mission:

To inspire learners to reach their potential.

School Vision.

We believe that our vision is achieved through the pursuit of excellence in teaching, innovation, leadership, and teamwork.

School context

Pottsville is a town in the Northern Rivers region of New South Wales, Australia in Tweed Shire. At the 2017 census, Pottsville had a population of 8000. Bill Potts owned the first house in Pottsville around 1930 and the location was initially named Potts Point. Soon though, the town was renamed Pottsville to alleviate any confusion with the place of the same name in Sydney.

Pottsville includes housing developments such as Pottsville Waters, Koala Beach, Seabreeze and Black Rocks Estate.

The NSW Government announced major Capital Works funding for Pottsville Beach Public School with the following aims:

- To building around 13 new classrooms
- To remove a similar number of relocatable classrooms
- To build new library facilities
- To build new administration facilities.
- To promote contemporary facilities.

These works will directly influence school activities for the next 18 months and therefore impact on this management plan.

The challenge for 2018-2020 is to build the capability of all teachers and students to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student centred learning.

These works will directly influence school activities for the next 18 months and therefore impact on this management plan.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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

Improved Learning

Purpose

Develop consistent, high quality educational practices using evidenced based research to enable staff to place students at the centre of their learning.

Improvement Measures

Increased % of students to achieve "Sound" or above over 3 years in English.

Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in reading and shows increased percentage of students achieving in the top 2 bands.

Student assessment data show expected growth for 80% of students.

Tell Them From Me Survey results analysed and targets set.

Supervisors report improved programming, collective efficacy incorporating high expectations, problem solving and differentiated teaching learning activities.

80% of students achieving stage appropriate expectations growth in literacy and numeracy*.

ACER data collected Years 1 - 6 programs reflect analysis of data.

Overall summary of progress

The school focused on strategies to develop 21st century learners in the areas of critical and creative thinking and digital technologies. Professional learning was followed up with trials of specific strategies and the development of learner dispositions. Learner dispositions are yet to be implemented as further discussions are required with all stake holders. Examples of strategies include growth mindset, flexibility and risk taking with our learning. Some teaching staff feel confident to continue using these skills and to incorporate them into classroom practice.

Progress towards achieving improvement measures

Process 1: Teachers lead and participate in ongoing professional dialogue, observation and evaluation in order to develop and refine their practice. Processes to assist in this development may include:

- Instructional rounds
- Collaborative planning
- Focused committees
- Professional learning
- Analysing data

Evaluation	Funds Expended (Resources)
COVID did have a major impact on our ability to assess against identified improvement measures. Professional Learning in stage teams has enabled a K - 6 whole school focus on a mathematics scope and sequence. This has then enabled staff to focus on the key skills component of the syllabus, looking at the syllabus links and following the syllabus more closely. Learning Intentions and Success Criteria seen across 100% of maths lessons and are now an integrated component of each lesson. Tell Them From Me Survey Results analysed and targets set for 2021. . In 2020, with the assistance of the Curriculum Advisor, Learning Walks were implemented at Pottsville Beach Public School. Staff from Pottsville Beach PS, Cudgen PS, Kingscliff PS, Director Educational Leadership, Literacy and Numeracy Strategy Advisor all participated.	Professional Learning and Planning Days for stage teams. Learning Walks (across stage and across schools) Stage based resources Funding Sources: <ul style="list-style-type: none">• Professional learning (\$43704.00)

Process 2: To develop capacity of staff to understand, develop and implement Learning Intentions and Success Criteria and to have a better understanding of Visible Learning in the four components: 1. The Visible

Progress towards achieving improvement measures

Process 2: Learner 2. Know thy impact 3. Inspired passionate teachers/ Visible Teaching and Learning and Effective Feedback.

Evaluation	Funds Expended (Resources)
Pottsville Beach PS maintained commitment to implementing learning intentions and success criteria but moved away from the professional learning delivered by Corwin and relied upon expertise on staff.	

Strategic Direction 2

Innovative Teaching

Purpose

To further develop the pedagogy of teaching staff individually and collectively, enabling students to:

- engage in learning experiences and tasks which allow students to make choices about their learning to think critically, creatively, solve problems and communicate their learning with others;
- become highly motivated and take responsibility for their learning, negotiating learning outcomes and the application of knowledge with teachers; and
- be active partners in the assessment of their progress and achievements, reflect on their learning and engage in self and peer assessment;

To develop the capabilities of teaching staff individually and collectively who:

- work together to improve teaching and learning in their year groups, stages or for particular student groups; and
- create learning environments to accommodate differing learning styles opportunities for 21st century technologies.

Improvement Measures

Majority of students who take responsibility for their learning.

Majority of students work collaboratively and independently in a range of learning activities and structures.

Progress towards achieving improvement measures

- Process 1:** Planning for Cooperative Learning Project between classes (2019) which consider the following.
- Structures- stage , class, groupings, teams
 - Management of teaching and learning
 - Management of physical environment
 - whole school/stage approach to describing success, learning intentions, feedback

Evaluation	Funds Expended (Resources)
COVID had a significant impact on our school this year. Staff had to be innovative with curriculum delivery whilst students were learning from home. The school has finished the new build and as such: <ul style="list-style-type: none">• majority of students taking responsibility for their own learning has increased• majority of students are working collaboratively across a variety of learning activities and structures	

- Process 2:** Plan for transition to new buildings.

Term 4 2018 and term 1 2019.

Evaluation	Funds Expended (Resources)
May 2019 new building was completed and classes moved in.	

Strategic Direction 3

Quality Business Systems

Purpose

21st Century technology will create efficiencies in administrative tasks and provide new data to drive the school's focus.

Provide teachers with better access to innovative learning and teaching resources.

Support staff to respond to changing departmental and educational needs.

Improve administration processes so that teaching staff can focus on teaching and learning activities.

Improve access, flexibility and insight into student and organisational data.

Improvement Measures

Policies, programs and processes identify, address, monitor, guide and communicate student learning and welfare needs.

100% of staff able to mark rolls and track students.

100% of executive use Sentral for student wellbeing information.

90% staff use Sentral for student well being information.

Policies written , implemented and evidence of implementation collected.

Progress towards achieving improvement measures

Process 1: Parent stakeholder consultation in the development of school policies and procedures.

Evaluation	Funds Expended (Resources)
All policies/ guidelines presented at P and C meetings for discussion/ change then ratification prior to implementation across school.	

Process 2: Professional learning on ;

Salm,

MyPI,

Accreditation processes,

External validation and collecting evidence of policy implementation.

Policies developed each year

Evaluation	Funds Expended (Resources)
<p>School policies/ guidelines reviewed and implemented in Student Well Being. These guidelines rely on developing positive and respectful relationships incorporating the concepts and practices of Restorative Justice. When implementing the guidelines, we take into account individual student needs. When individual student behavior cannot be addressed through the guide, regional support is sought through the Learning and Support Team.</p> <p>We implemented Positive Behaviour for Learning across the school with the three key values of Safe, Respectful, Learner being implemented. A key feature of the team is the facilitation of collaborative planning between teachers, support staff, parents and students.</p>	

Progress towards achieving improvement measures

Process 3: Policies Project- establish a cross stage team to review and update existing policies including policies as identified by the DoE for cyclic review.

Evaluation	Funds Expended (Resources)
Policies reviewed for the year 2020 as required by DoE.	

Process 4: Curriculum and Timetable Project-establish a specialised team with executive, staff, parent to lead a whole school review of the structure of school day and curriculum. (2019 for 2020)

Evaluation	Funds Expended (Resources)
Completed in 2019/2020	

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$25 908.00) 	<p>The school participates in the Yuli Program which brings together students in years 5 - 8 from across 6 schools who make up the Coastal Learning Community. COVID had a significant impact and this program did not run in 2020. The program delivers language, culture and knowledge about the Bundjalung nation and assists in transitioning students to high school. Students in Stage 1 are also exposed to an indigenous program delivered by one of our indigenous teachers exploring culture and language of the area. NAIDOC Week activities were developed by Aboriginal students with assistance from staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	353	347	328	299
Girls	344	316	307	281

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	92.3	92.7	94.6
1	93.6	93.7	91.5	94
2	93.8	92.6	92.7	94
3	93.7	93	92	93.1
4	92.2	92.3	92.1	92.5
5	93.5	91.3	90.5	92.5
6	93.3	92.1	90.5	92.3
All Years	93.5	92.5	91.7	93.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.1
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.06

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	789,222
Revenue	5,590,171
Appropriation	5,371,320
Sale of Goods and Services	12,769
Grants and contributions	204,743
Investment income	1,040
Other revenue	300
Expenses	-5,902,213
Employee related	-5,033,796
Operating expenses	-868,417
Surplus / deficit for the year	-312,042
Closing Balance	477,180

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.

	2020 Approved SBA (\$)
Targeted Total	221,429
Equity Total	289,260
Equity - Aboriginal	25,908
Equity - Socio-economic	85,065
Equity - Language	0
Equity - Disability	178,287
Base Total	4,117,386
Base - Per Capita	152,720
Base - Location	0
Base - Other	3,964,666
Other Total	434,502
Grand Total	5,062,576

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

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. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

School community feedback was sought via the Tell Them from Me survey . Notable results from this survey showing a positive response can be seen across all stakeholders. belonging. COVID did heavily restrict parental access to school. Tell Them From Me and the People Matter Survey along with google forms was used as a tool to gather data. 2020 data gathered indicated:

- 76% students have a sense of belonging
- 92% students said they displayed positive behaviour at school
- 80% students reported using their learning time effectively
- 85% students reported having expectations for success
- 90% parents indicated they had spoken with their child's teacher at least once about their child's learning
- 50% parents reported they attended meetings or social functions at school
- 100% staff participating in learning walks valued the process and opportunity to participate
- 100% top three staff recommendations from learning walks were implemented
- 76% strongly agreed or agreed school leaders are leading improvement and change

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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.