

# The Beach School Annual Report



**Bear Cottage “Super Heroes Day” Fundraiser**



2015

## Introduction

The Annual Report for 2015 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.

Sue Kydd  
Principal

### School contact details:

The Beach School  
10 Malinya Rd  
Allambie 2100  
Website: [www.beach-s.schools.nsw.edu.au](http://www.beach-s.schools.nsw.edu.au)  
Email: [beach-s.school@det.nsw.edu.au](mailto:beach-s.school@det.nsw.edu.au)  
Ph: 9905 9451 Fax: 9905 9436



*Year 12 Graduation Dinner - 2015*

## Message from the Principal

The 2015 Annual School Report is an opportunity to demonstrate the achievements of our students, despite the difficulties they experienced in mainstream schooling before attending The Beach School. Our school aims to offer every student the chance to access education on the same basis as any student in a mainstream setting but with the extra support from staff and the wider community.

This report is a celebration of the achievements of our students and our school community.

2015 continued to be a period of consolidating programs that were introduced in earlier years and looking forward to new programs to reflect changing needs in local school communities. This was our school's first year of supporting students through to a completion of their Higher School Certificate (see photo above of Celebration Dinner for students and staff). The year also presented new challenges in the form of adopting numerous Departmental Reforms and Initiatives.

Permanent, temporary and casual teaching staff has once again contributed to the school program by injecting new enthusiasm and specialist programs, such as Vocational Education, PDHPE and Art, which has improved the learning opportunities for the students.

Student achievements are highlighted in other sections but special mention must be made of not only our Year 12 students but also our Year 10 and Year 11 students who have successfully completed their ROSA and VET Statements of Attainment in VET frameworks, as well as participated in the Duke of Edinburgh program. Special mention is also deserved of students who have successfully reintegrated back to mainstream schooling or apprenticeships.

The school also participated in the ESES (Every Student, Every School) project extension assessing how schools and agencies/support services can better work together to manage complex cases. The project involved developing a Stage 4 resource for students to better know and access support services in their community. The ongoing project also involves working with the Northern Beaches Youth Interagency (previously known as Peninsula Youth Services) and local Councils in the development of youth friendly websites for local services.

As part of the ESES project the school hosts the Connect EXPO which brings together agencies and schools (across all 3 educational sectors) from a wide geographical area. The feedback from all participants continues to be overwhelmingly positive with requests for this project to be continued in future years.

As a result of the ESES project the school has become integral members of forums, partnerships and discussions around integrated services at school level, agency level and DEC corporate level. This has led to being included in the Northern Beaches Project, a pilot project initiated by Northern Sydney FACS, the project being a localized variant of the successful Geelong Project carried out in Victoria. The project aims to bring schools and youth services together to address homelessness and disengagement in youth. The school has the role of a mentor in this program. The school has further enhanced programs offered through the generous support of local Youth agencies on the Northern Beaches.

Sue Kydd  
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 21<sup>st</sup> 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.

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## 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 achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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 school undertook self-assessment using the elements of the School Excellence Framework. The results of our school's self-assessment are displayed in the following table.

Domain	Elements	Delivering	Sustaining & Growing	Excelling
Learning	Learning culture			X
	Wellbeing		X	
	Curriculum & Learning		X	
	Assessment & Reporting	X		
	Student Performance Measures	X		
Teaching	Effective Classroom Practice	X		
	Data Skills & Use		X	
	Collaborative Practice		X	
	Learning & Development		X	
	Professional Standards		X	
Leading	Leadership			X
	School Planning & Reporting		X	
	School Resources		X	
	Management Practices & Processes			X

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of learning and education to our student population.

## Strategic Direction 1

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

### Purpose

Student Learning -

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 wellbeing needs for each student. Consultation will include the student, family/carers, school and agencies/services.

### Overall summary of progress

2015 was the first year of the new planning cycle and was used to review current assessment and evaluation procedures, curriculum scope and sequence and assessment tools for both Academic abilities and Welfare eg. Resilience. Staff were involved in across school forums and Professional Development. Implementation was started in 2015 and will continue into 2016 with final review in 2017 before reassessing new strategic directions.

As a result, the school is already implementing new reporting systems.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ 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.	<p>Staff participated in Professional Learning and then implemented this learning across the following areas</p> <ul style="list-style-type: none"> <li>- NCCD – Data Collection (voluntary)</li> <li>- Tell Them From Me survey – 2015 students only</li> <li>- Sentral – Academic reports &amp; welfare reports</li> <li>- Compass Literacy &amp; Numeracy Assessment tool</li> <li>- The Resilience Donut &amp; Resilience Report</li> <li>- Internal school survey of students</li> <li>- BOS/AP LAST – Differentiation of Curriculum</li> <li>- Behaviour Management – Response to Violence training MAYBO training)</li> <li>- Wellbeing Framework</li> <li>- Review of Curriculum</li> <li>- School To Work grant</li> </ul> <p>Staff worked collaboratively with agencies to engage students and increase attendance.</p>	<p>\$15,000</p> <p>\$1790 Disability Support</p> <p>\$5,000 School to Work</p> <p>\$5280 VET funding</p>
❖ All students will have a personalised learning plan that addresses academic, social, emotional, physical and wellbeing outcomes.	<p>Staff participated in Professional Learning and then implemented this learning across the following areas</p> <ul style="list-style-type: none"> <li>- Compass Literacy &amp; Numeracy Assessment tool</li> <li>- The Resilience Donut &amp; Resilience Report</li> <li>- BOS/AP LAST – Differentiation of Curriculum</li> <li>- Behaviour Management – Response to Violence training (MAYBO training)</li> <li>- Wellbeing Framework</li> <li>- DDA</li> <li>- NCCD</li> </ul>	\$20,000

	<ul style="list-style-type: none"> <li>- Melbourne Declaration</li> <li>- PLASST tool</li> <li>- Mental Health</li> <li>- Strength Based Relationships</li> </ul> <p>Staff worked collaboratively with agencies to engage students and increase attendance.</p> <p>Use of school's RAM funding to ensure access to education.</p>	\$2112
❖ Students and teachers share a common understanding of learning goals and related success criteria.	<p>Staff participated in Professional Learning and then implemented this learning across the following areas</p> <ul style="list-style-type: none"> <li>- Internal school survey of students</li> <li>- Regular IEP meetings with students, families &amp; services</li> <li>- Celebrations of achievements eg Castle Hill Show and Presentation Day</li> <li>- DoE Reforms &amp; Initiatives</li> </ul>	Incorporated Into school global funds

## Next steps

The school will work on sourcing and evaluating assessment tools for academic skill as well as wellbeing tools. This will impact on assessment and reporting and student measurements.

Some specific goals include:

2016 – Tell Them From Me survey will include students, staff and parents.

Sentral Software will include Attendance data. School will assess the implementation of LMBR with student attendance data.

The school will continue to research and then implement a suitable Social Skills Measuring Tool which reflects Australian modern Youth.

The school will undergo a VET Audit in 2016 and use this as a reflection tool to measure the impact of VET on student engagement.

### Review

- Student attendance
- Student engagement
- Student suspension rates
- Curriculum delivery
- Differentiation of curriculum
- Teacher Personalised Development Plans
- School Plan and Milestones
- School Excellence Framework evaluation
- DoE compliance

## Strategic Direction 2

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

### Purpose

Staff Learning –

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 highlights of 2015 include

- Connect EXPO
- The Northern Beaches Project

The school has implemented new processes and procedures in keeping with DoE reforms and initiatives as well as reviewing current practice.

The school has also invested in teacher relief to review curriculum delivery, programming and scope and sequence across all KLAs, as well as differentiation of curriculum. Staff have worked with consultants as well as staff from mainstream settings.

Agencies have been involved in delivery of social skills and PDHPE programs to students on-site and in specialist settings.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ 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	<p>Staff participated in Professional Learning and then implemented this learning across the following areas</p> <ul style="list-style-type: none"> <li>- NCCD – Data Collection (voluntary)</li> <li>- Tell Them From Me survey – 2015 students only</li> <li>- Sentral – Academic reports &amp; welfare reports</li> <li>- Compass Literacy &amp; Numeracy Assessment tool</li> <li>- The Resilience Donut &amp; Resilience Report</li> <li>- Internal school survey of students</li> <li>- BOS/AP LAST – Differentiation of Curriculum</li> <li>- Behaviour Management – Response to Violence training</li> <li>- Mental Health</li> <li>- Strength Based Relationships</li> </ul> <p>Review of Curriculum Staff worked collaboratively with agencies to engage students and increase attendance. Connect Expo – schools and agencies having an opportunity to see what is available. Pilot year for the Northern Beaches Project – joint interagency and school project to address disengagement and risk of homelessness. The Beach School has a mentoring role in this project.</p>	<p>\$15,000</p> <p>\$17,147 Beginner teacher funding</p> <p>Also incorporated into global budget</p> <p>\$48,000 LINK funding</p>

❖ 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 against the National curriculum. Peer review of teaching practice. Review of data collection practices.	Incorporated into global budget
❖ Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement	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 21 <sup>st</sup> century content, global perspectives, learning skills, resources and technologies. Breakfast program, life skills program	Incorporated into global budget

## Next steps

The Beach School will continue working with FACS and agencies in the ongoing delivery and expansion of the Northern Beaches Project. The school will also work with Educational Services to support capacity building in mainstream schools.

Specific goals for 2016:

3D printing excursion end of 2015, review impact on student learning and engagement.  
Purchase in 2016 and incorporate into design and technology curriculum.

Teacher development in mainstream schools, support New Scheme teachers in mainstream schools, teachers in support classes in mainstream schools. Through this schools will have better relationship with The Beach School when supporting students re-integrating back to mainstream.

Full year implementation of Teacher Professional Development Plans. Preparation for 2017 implementation of SASS Professional Development Plans.

Parent groups run in conjunction with other SSPs, mainstream schools and agencies.

Review

- Student attendance
- Student engagement
- Student suspension rates
- Curriculum delivery
- Differentiation of curriculum
- Teacher Personalised Development Plans
- School Plan and Milestones
- School Excellence Framework evaluation
- DoE compliance



## Strategic Direction 3

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

### Purpose

Community Learning –

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.

### Overall summary of progress

The highlights of 2015 include

- Connect EXPO
- The Northern Beaches Project (NBP)

As a result students and their families are better able to access services within our local community due to the growing relationships with these services.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ The number of schools and agencies involved in partnership projects/programs with the school	<p>New services such as Mission Australia and DAYSS program have become more involved in day to day support of the students. As services become more established in the local area, the school is working to ensure mainstream schools are aware of their presence.</p> <p>Services are delivering in-school social skills programs such as 'boys' groups' and 'girls' groups. Services are using The Beach School to pilot programs before delivering in mainstream schools.</p> <p>The school is working with mainstream schools to review Curriculum delivery and assessment procedures.</p>	Incorporated into global budget
❖ 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.	<p>2015 schools included Narrabeen Sports High School, Cromer Campus and Balgowlah Boys High School. Ongoing consultation with the NBP executive is looking at expansion in 2016. The Beach School is working with DoE to engage educational Services in this process.</p> <p>The Beach School has been invited to work with other schools to support new scheme teachers and give advice in behavior management and complex case management.</p>	\$13,050 ESES funding

❖ Connect Expo – 10% increase in schools attending, 10% increase in support services attending.	Connect Expo was opened to all 3 sectors of Education (Department of Education, Independent and Catholic). New schools and agencies participated for the first time this year. 93% increase in schools attending. 11% increase in agencies attending.	\$9,050 ESES funding
❖ 10% increase in students and/or their families/carers engaging with support services.	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.	Incorporated into global budget

## Next steps

The Beach School will continue to run the Connect Expo and work on the Northern Beaches Project.

The school will continue to review and assess agencies as they change with funding constraints and guidelines.

The school will look and new and innovative ways to work with Educational Services to develop capacity building in complex case management in mainstream schools.

In 2016, funds will be expended to release staff to work more closely with referring schools to assist in student support before students attend the school as well as when they re-integrate back to mainstream school.

### Review

- Student attendance
- Student engagement
- Student suspension rates
- Curriculum delivery
- Differentiation of curriculum
- Teacher Personalised Development Plans
- School Plan and Milestones
- School Excellence Framework evaluation
- DoE compliance

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	No funding	\$0
<b>English language proficiency funding</b>	No funding	\$0
<b>Targeted students support for refugees and new arrivals</b>	No funding	\$0
<b>Socio-economic funding</b>	Students were able to access the school curriculum with the support of this funding – funds were used to pay for the Duke of Edinburgh camp, school excursions, equipment for attending school and transport costs.	\$2112
<b>Low level adjustment for disability funding</b>	No funding	\$0
<p><b>Support for beginning teachers</b></p> <p>The Beach School supports beginner permanent teachers as well as beginner casual teachers.</p> <p>All staff benefit from training provided for beginner teachers either through sharing the training or mentoring the beginner teachers.</p> <p>Team teaching and sharing programming and differentiation of the educational program as well as behaviour management benefits students and staff.</p>	<p>The Beach School has in place</p> <ul style="list-style-type: none"> <li>▪ beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills in the first year</li> <li>▪ beginning teachers are provided with ongoing feedback and support that is embedded in the collaborative practices of the school</li> <li>▪ mentoring structures and collaborative practices support beginning teachers within the school or across a cluster of schools, and any teacher mentors have access to specific training and the flexibility in their teaching responsibilities to support classroom observation and provide structured feedback</li> <li>▪ beginning teachers have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</li> </ul>	\$17,147

## Mandatory and optional reporting requirements

### Student information

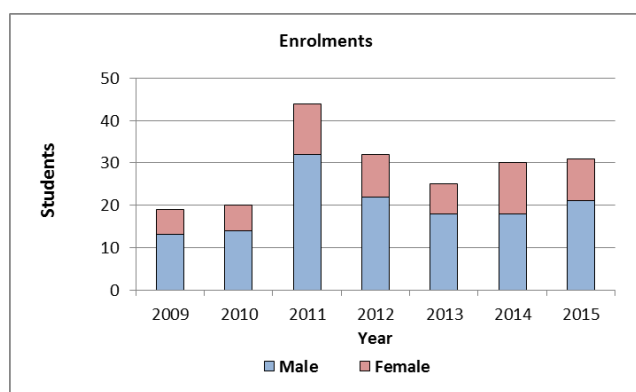
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

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.



The above graph is provided by the DoE and does not reflect the 2011 data provided in previous years.

Gender	2009	2010	2011	2012	2013	2014	2015
Male	13	14	32	22	18	18	21
Female	6	6	12	10	7	12	10

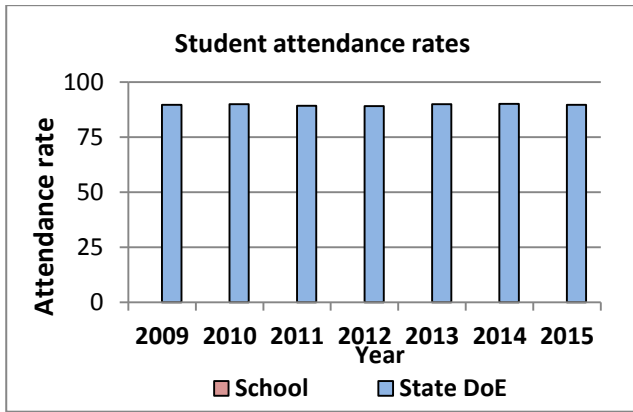
### Student attendance profile

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 truanters 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, mental health



Due to the small cohort of our school population, the above graph only represents the state average for attendance.

### Class sizes

AS an SSP, class sizes are capped at 7 students per class.

### 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 either moved into a Year 11 program or repeated Year 10 to attain more employability skills training and experience in preparation for either TAFE and/or the workforce.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	n/a	n/a	33.3
employment	20	n/a	66.6
TAFE entry	n/a	n/a	n/a
university entry	n/a	n/a	n/a
continue school	80	100	n/a
unknown	n/a	n/a	n/a

Students exit to one or more of the following post-school destinations

- Mainstream school – either same as referring school or negotiated start at a new school
- Tafe
- Work
- Apprenticeship
- Private Institute
- combination of the above

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 Transition To Work support, referrals into the program are organised before students exit the school program.

Follow up data has shown a number of students returning to mainstream schools over the last few years. Graduated students have had the opportunity to undertake Senior Schooling (Years 11 & 12) in mainstream schools.

Some students have successfully reintegrated back to mainstream school and completed Year 12.

### Year 12 students undertaking vocational or trade training

All students completing the Year 12 program participated in VET frameworks for Construction Pathways and Business Services.

### Year 12 students attaining HSC or equivalent vocational educational qualification

All Year 12 students (100%) completed their Higher School Certificate. The 2015 cohort elected to complete a combination of English Studies, Life Kills courses and VET courses. The school can access Distance Education for Students wishing to pursue an ATAR pattern of study.

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1.0
Assistant Principal(s)	2.0
SSP Classroom Teacher(s) – Emotional Dist.	2.0
SSP Teacher	2.0
SSP Teacher RFF	0.504
Teacher Librarian	0.2
Careers Advisor	0.2
School Counsellor	1.0
School Administrative & Support Staff	7.822
Total	16.726

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

At the beginning of 2014 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.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29

### 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 no permanent beginning teachers 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 2 beginning teachers maintaining accreditation at Proficient.

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

The Beach School has no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/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

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	375353.27
Global funds	109666.96
Tied funds	115,930.73
School & community sources	5,567.81
Interest	8710.93
Trust receipts	835.15
Canteen	0.00
Total income	661064.85
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	34487.13
Excursions	467.70
Extracurricular dissections	9427.13
Library	0.00
Training & development	3781.75
Tied funds	57061.37
Casual relief teachers	8983.43
Administration & office	30235.49
School-operated canteen	0.00
Utilities	37371.42
Maintenance	47507.96
Trust accounts	2820.43
Capital programs	0.00
Total expenditure	232143.81
<b>Balance carried forward</b>	428921.04

## School performance

### School-based assessment

The Beach School uses a variety of assessment tools for better understanding of the entry abilities and progress of each student. Assessments are made across academic activities as well as student wellbeing.

## 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.

Due to the small number of students in each cohort the results cannot be entered for privacy reasons. In most cases students will sit the NAPLAN tests as a student of their referring school and the results will be reported in that school's data.

The Beach School can access individual student results to assist in programming and remediation where necessary.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN), however, students sit the NAPLAN testing as a registered student of their referring school.

The Beach School can access individual student results to assist in programming and remediation where necessary.

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Due to the small cohort of students, performance data cannot be reported on.

### Record of School Achievement-RoSA

Due to the small cohort of students, performance data cannot be reported on.

## 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 2015 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 KLA's 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 Education and Anti-racism

"Around the World in 80 Meals" is a Food Technology Program tied in with the Multicultural Calendar. 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.