Sunshine Bay Public School
Annual Report

2015
Introduction

The Annual Report for 2015 is provided to the community of Sunshine bay Public School as an account of the school’s operations and achievements throughout the year.

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

Maree Dielman
Principal

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Message from the Principal

Sunshine Bay Public School currently has an enrolment of 326 students. The school has 13 mainstream classes and 1 special education classes. There is a culture of caring and inclusiveness within the student body. Our students continue to excel in a wide range of activities academically, sporting and culturally.

Our high quality staff continues to contribute to the educational growth of our students. They plan collaboratively to develop meaningful teaching programs to ensure improved outcomes for all students. All teaching staff meets the stringent professional requirements for teaching in NSW public schools.

School background

School vision statement

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

School context

Enrolment in 2015 is 326 students. We have an established Multi Categorical class which has a student enrolment of 7.

The school is now a registered KidsMatter school – part of an Australia-wide primary school’s mental health initiative.

Aboriginal enrolments for 2015 are 46 students which is approximately 14% of our total population. Indigenous student performance varies from excellent, to average on national testing, value added and attendance measures.

Parents are generally supportive but not very active. The rate of voluntary contribution is about 40% but the rate of payment for major excursions is higher at about 55%.

The school reputation in the community is reportedly “very good” and surveyed parents indicate a high
promoter rate (85% in 2015).

**Student participation** in sport is enthusiastic and the school enjoys “Silver” status in the Premier’s Sporting Challenge. Team sport is relatively weaker and has been for some time. Obesity rates in students are relatively low.

**Environmental education** initiatives are improving strongly. Since 2015 the school now has established a vegetable garden, an environmental group, recycling and composting are a main focus. We were the winners of the Eurobodalla Learning For Life award in 2014.

### 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.

**Learning:**

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes to identify and address student learning needs. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. The school actively collects and uses information to support students’ successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning.

**Teaching:**

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers actively share learning from targeted professional development with others. There is a particular focus on
improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. Teachers work beyond their classrooms to contribute to broader school programs.

Leading:

The school solicits and addresses feedback on school performance. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. All school staff are supported to develop skills for the successful operation of administrative systems.
Strategic Direction 1
Enhancing Imaginative and Creative Writing for all students

Purpose
For every student in our care to develop the capacity to compose structurally sound and cohesive imaginative and persuasive texts to ensure high standards of written communication.

Overall summary of progress
All aspects of Strategic Direction 1 were completed. Staff were intensely lead through professional development in the specific areas of writing. The Continuum for writing was analysed and consistent teacher judgement has been a major focus. Pre and post assessments have shown improvement in writing styles. Greater evidence will be available after NAPLAN results for 2016.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 move 30% of students 1 point in NAPLAN writing, 2016 40%, 2017 50%.</td>
<td>Assessments yet to be held and recorded. Internal assessments have shown that students understand the structure of the texts taught and further work is needed on sentence structure.</td>
<td>$3000.00</td>
</tr>
<tr>
<td>2015 5% of students complete ACARA writing assessment, 2016 10%, 2017 20%.</td>
<td>All staff have tracked data on PLAN for Numeracy and most have tracked Literacy. Some staff are still using SENTRAL and this will be converted in 2016.</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Track continuum literacy growth on Plan.</td>
<td>90% of staff are using tracking devises to monitor student growth.</td>
<td>&lt;$&gt;</td>
</tr>
</tbody>
</table>

Next steps
We have broadened our focus for 2016. We have adjusted our Strategic Direction 1 to “Enhancing Literacy and Numeracy for all students. “ A major focus is the implementation of Synthetic Phonics and consistent teacher judgement. All staff have been trained in Synthetic phonics with ongoing training in 2016. Consistent teacher judgement is a large focus of our 2016 Professional Development.
## Strategic Direction 2

### Home-School-Community

### Purpose

As a result of the community engagement survey conducted in 2014, it was identified that local community places and people are viewed as underutilised by our school. It was also identified that there was a need within our school to provide a greater link between the home, the school and the community by providing a variety of activities which would develop and strengthen these relationships. In doing so, experiences provided to the students should increase engagement and have a flow on effect to their learning and behaviour.

### Overall summary of progress

As a staff we are extremely happy with the outcome of this direction. All areas of the direction were completed and we will continue to add to this in 2016. We have increased parent participation in all areas. Our open door policy to address parent concerns is working well.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2015 two, 2016 four, and 2017 five new activities offered to students to increase school, home and community engagement.</td>
<td>In 2015 guitar group, choir and chess club were offered to students. Year 5/6 students were offered the opportunity to travel to sport to be exposed to sports they would not normally play eg tennis, gymnastics and golf. Community Connect Morning tea was a great success – over 250 people attended.</td>
<td>&lt;$&gt;</td>
</tr>
<tr>
<td>2015 10% more significant and relevant activities will be celebrated in which parents can become involved in. 2016 15% and 2017 20%.</td>
<td>Principal – during transition program visited pre-schools. In 2016 we will be inviting them to events eg. Easter hat parade.</td>
<td>$1000.00</td>
</tr>
<tr>
<td>2015 Principal visits all feeder preschools, 2016 Principal, Kindergarten staff and student leaders visit feeder preschools. 2017 all feeder preschools visit Sunshine Bay Public School in terms 1, 2, 3 and 4.</td>
<td>Staff visited High School on a number of occasions. Positive outcome for students and staff.</td>
<td>$300.00</td>
</tr>
<tr>
<td>2015 year 6 staff 2014 to visit high school in</td>
<td></td>
<td>$1000.00</td>
</tr>
<tr>
<td>Term</td>
<td>2016, 2017 T1, 2, 3, 4.</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Growth Coaching 2015 train executive &amp; 20% staff, 2016 80% staff</td>
<td>No coaching was offered. Costings need to be looked at before this is offered in 2016.</td>
<td>$5000.00</td>
</tr>
</tbody>
</table>

**Next steps**

Sunshine Bay Public School will continue to work towards engaging the community. It is still the major focus of Strategic Direction 2. We will place greater focus on Kindergarten transition and increasing numbers to our school. We will continue to engage with the local Aboriginal and Torres Strait families by beginning a Yarnup Playgroup in term 3 so these families have a smooth transition to school. We will be presenting a major production in 2016 that we will take off site so all families can attend. We are going to change some signage around the school to “The Bay Way” which Batemans Bay High School and Batemans Bay Public school will also adapt.
Strategic Direction 3

Wellbeing

Purpose

A change in focus is required to provide positive examples and expectations to all children and recognise those who meet our school code expectations without intervention. To develop a discipline structure that allows students self-regulation around their safety, respect and learning.

Overall summary of progress

Sunshine bay Public School staff and students spent a productive year adopting our new policy. Social and Emotional Learning lessons were developed by the team and are now being taught in each classroom with positive outcomes. The adoption of Safety Respect Learning has simplified our wellbeing system as all behaviours are linked back to these three statements. Tracking of students behaviours by them has shown a dramatic decrease in unacceptable behaviours.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will engage in Professional Development and implement policies and practices associated with PBL values in 2015, 2016-2017 embedding PBL into all school policy. Ongoing training of new staff</td>
<td>This area was completed with some adaptions. PBL training was not offered until the end of 2015. The committee decided to adapt a group of programs including PBL, Bounce Back and Kidsmatter. This has worked exceptionally well as we have targeted the needs of the school and individual students. This result was achieved as students tracked their own behaviours and felt more accountable.</td>
<td>$2000.00</td>
</tr>
<tr>
<td>2015 a 10% decrease in welfare notifications on SENTRAL. 2016 a 15% decrease and 2017 a 20% decrease from preceding year.</td>
<td>Short staff meetings were held to cover this. In 2016 all staff will be trained in First Aid for Mental Health to better support our students.</td>
<td>$500</td>
</tr>
<tr>
<td>2015 train all staff to develop, in students, resilience and social skills to improve their mental health and improve learning capability. 2016 and 2017 train student leader in Kids Matter (STARS) to be able to support students in playground and classroom.</td>
<td></td>
<td>$2000.00</td>
</tr>
</tbody>
</table>
Next steps

In 2016 we will continue to track student behaviours and trends. We will consolidate and continue to develop Social and Emotional Learning lessons. The Student Representative Council will take on a greater role in wellbeing.
### Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**  
Students individually supported by employed Teacher in Literacy and Numeracy.  
Excursion subsidies  
Mapping of positive and Negative incidents  
Year 5 and 6 students were involved in an after school program at the local High School called Write it right.  
Yarnups held each term  
Specific resources purchased eg Yarning Strong | Student growth in NAPLAN was 15 points above state average in Literacy and Numeracy.  
All students wishing to attend excursions were able to  
Average decrease in negative behaviours was 74%  
An average of 4 students attended this activity each week.  
A valuable addition to our calendar. An increase of one family per Yarnup was achieved. | $30924.00 |
| **English language proficiency funding**  
Teacher employed one day per week. Students tracked individually on ESL language scales and supported in class.  
Harmony Day activities organised | All students are working at or above expectations.  
Harmony day was a great success, parents of EALD students were involved and shared their experiences. | $6170.00 |
| **Socio-economic funding**  
Student Support Learning Officers (SLSO) employed to support students | Pre-lit, Mini-Lit and Multi-Lit supported across the school  
Synthetic Phonics supported  
Numeracy support | $37000.00 |
| **Low level adjustment for disability funding**  
SLSO’s employed to support targeted students | Individual programs followed  
Support to teacher for adjustments in lesson | $31962.00 |
| **Support for beginning teachers**  
Beginning teachers are supported with a mentor and extra release per week. | Involvement in Beginning Teacher Network  
Two hours extra release plus one hour with a mentor | $3200.00 |

### Other school focus areas

<table>
<thead>
<tr>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources are being used amongst kindergarten to year six classrooms</td>
<td>$30924.00</td>
</tr>
</tbody>
</table>
| All students are working at or above expectations.  
Harmony day was a great success, parents of EALD students were involved and shared their experiences. | $6170.00 |
| Pre-lit, Mini-Lit and Multi-Lit supported across the school  
Synthetic Phonics supported  
Numeracy support | $37000.00 |
| Individual programs followed  
Support to teacher for adjustments in lesson | $31962.00 |
| Involvement in Beginning Teacher Network  
Two hours extra release plus one hour with a mentor | $3200.00 |
**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**

![Student enrolment profile graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Student attendance profile**

![Student attendance profile graph]

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
</tbody>
</table>

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

In 2015 Sunshine Bay Public school has two Aboriginal and Torres Strait teachers and one office administrator.

**Teacher qualifications**

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

<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>25%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

In 2015 SBPS has two staff members working towards accreditation.

Staff were engaged in the following Professional Learning:

- NSW Science Syllabus, Scope and Sequence and planning for the future
- Primary Connections Science
- Synthetic Phonics
- Writing in the Middle Years
- Analysis of data
- Professional Development Framework
- Code Of Conduct and Dignity and Respect
- Plan assessment
**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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>90324.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>308323.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>408714.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>96092.64</td>
</tr>
<tr>
<td>Interest</td>
<td>5418.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6250.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>52642.20</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>967766.20</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 13850.51   |
| Excursions                | 52097.03   |
| Extracurricular dissections| 22602.31   |
| Library                   | 3269.41    |
| Training & development    | 14169.74   |
| Tied funds                | 355526.45  |
| Casual relief teachers    | 116135.68  |
| Administration & office   | 50876.05   |
| School-operated canteen   | 59935.61   |
| Utilities                 | 45836.05   |
| Maintenance               | 31179.27   |
| Trust accounts            | 6250.50    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 771728.61  |
| Balance carried forward   | 196037.59  |

**NAPLAN**

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select GO to access the school data.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
In 2015 our school was involved in the “Tell Them From Me” survey. Students and parents responses were generally positive.

79% of Students in years 4-6 felt they had a high sense of belonging.
86% if students said they had positive relationships at school
94% of students valued School Outcomes
87% had positive behaviours at school
84% were interested and motivated at school
92% tried hard to succeed
85% of parents feel confident their child is supported and their needs are met at school
27% of parents feel we need to communicate better.

**Policy requirements**

**Aboriginal education**

Sunshine Bay Public School now has an active Aboriginal Education Team (AET) that meets twice a term to monitor student outcomes and, target resources and ensure professional development is being targeted to include Aboriginal perspectives. Funds are used from RAM to employ a teacher who works specifically with Aboriginal students. The whole school is involved in Sorry Day, NAIDOC week and relevant history and cultural lessons. We are extremely lucky to have two Aboriginal Classroom teachers who support and mentor our staff.

**Multicultural Education and Anti-racism**

Sunshine Bay has two fully trained ARCO teachers who deal with any concerns regarding racism. We celebrate Harmony Day acknowledging the 20 countries we have students from. Parents are invited to share their culture with students and staff at our community connect morning teas and throughout the year. Our EALD teacher runs specific programs in classes to support these students and ensure all staff and students have a deep cultural understanding.

**Other school programs**

**Synthetic Phonics**

In 2015, all permanent staff and many temporary staff underwent a five day training course on how to teach a comprehensive Synthetic Phonics Program at school. Test results in Australia show that many students are not meeting literacy skills to be classified as ‘functionally literate’ when leaving school. This whole school literacy program ensures that students are taught that the core skill of reading is being able to blend the most common letter sounds (not names) to make syllables and words. The core skill of spelling is being able to segment syllables and words into their smallest unit of sound and represent these sounds with letters.

Teachers from Merimbula Public School who have been researching and developing the program for years have supported all staff with school visits, observations and demonstration lessons. The school has purchased new decodable texts and writing materials. We look forward to tracking the progress of the students and continuing to develop the teaching and learning programs in literacy throughout the school.

**Technology**

In 2015, the number of iPads at Sunshine Bay PS has increased from 12 to 32. Professional development for staff in the best way of using iPads in the classroom has meant they are being used as a learning tool to support and extend students in a highly engaging way. Using the new configurator program, technology supervisors have set up iPads for classroom use. All classes have banks of laptops and Interactive White Boards to deliver integrated ICT lessons cross the school.

Three staff members attended the Building Digital Schools conference at Broulee Public School over two days. These staff members have run multiple staff development sessions and as a result, many teachers are now using google classrooms, google docs and google drive. We have revisited our school website and now have a Facebook page.

**Attendance**

2015 was a huge turn around year in attendance at Sunshine Bay Public School. As part of an assistant principal’s role, attendance was highlighted as a concern and the Home School Liaison Officer (HSLO) worked closely with the school to improve attendance. Regular inserts in the newsletter about the importance of attendance and special projects aimed at improving student engagement for those with poor attendance records have had positive effects. Communication between home and school has improved with families of students with attendance issues. Staff have been retrained in all aspects of roll marking and justified reasons for non-attendance have been clarified. Families are notified early if there has been an unexplained absence and procedures have been put in place for students who find getting to school on time difficult.
**Kids Matter and SEL Programmes**

We are now in our 3rd year of “Kids Matter”, a Commonwealth Government Initiative that promotes positive well being in school age children. In 2014/2015 extensive staff training occurred which looked at the mental well being as reflected in behavioural, social and learning issues in our school. As a result staff decided to implement a Social and Emotional Learning (SEL) Programme into our school in 2016, to specifically target the needs of Sunshine Bay Students, not only at school but life in general.

All children need to learn skills involved in meeting challenges. These challenges occur in learning and in relationships and include such areas as coping strategies, making & keeping friends, self awareness and other life skills in general. The “BOUNCE BACK” programme has been adopted for full implementation in 2016. A copy of the topics covered for each grade is available for perusal from the “Kids Matter” leaflet board in the front office.

**Welfare Policy – Safety, Respect, Learning**

In conjunction with the development of Kids Matter, 2015 saw the development of a new Discipline Policy - “Safety, Respect, Learning”, where all staff were consulted and participated in its development.

With a diverse group of children, as in any school, behaviour difficulties, fights, arguments, name calling and bullying will occur. A focus of staff observations was that these incidents were on the increase and children needed the skills to cope with them, de-escalate them and solve them.

The terms “Happy & Safe” and “De-escalation” were replaced by the simple common language of “Safety, Respect, Learning.” The consequence of detention was replaces by “OOPS” – out of playground supervision. A policy has been developed whereby consistent procedures of common language, investigation, counselling and consequence are used.

Our new policy focuses on PBL (Positive Behaviour for Learning) principles and support is offered to all children through our Bounce Back programme in class. Individual children with specific targeted behaviours are also followed up with teachers, parents, learning & support staff, executive staff and the principal.

2015 was a year of trialling the policy. As a direct result of the focus of this policy, commitment of staff to common language, and new procedures, the school experienced a decrease in negative incidents from 1158 in 2014 to 783 in 2015, equating to a 33% reduction.

Positive Behaviour for Learning remains a focus of our School Plan.

**Learning & Support Services**

The number of children at SBPS that require additional support is an increasingly important factor to resourcing, school organisation and student outcomes for all.

In 2015, continued Gonski funding has enabled us to provide a School Learning Support Officer (SLSO) to every grade to support the learning of all students in the school, as well as those with specific learning needs.

Gonski funding has also allowed us to provide targeted programmes to improve children’s speech development with outside referrals to a speech pathologist and follow up activities by class teachers and Learning & Support staff. Targeted support for ATSI students and student from backgrounds other than English also benefit from Gonski Funding.
Learning for Life Award

2015 International Year of Light: We Will Shine!

This Cross-curriculum priority has been implemented across the school in all years, both in and out of classrooms. Sunshine Bay Public School won the Eurobodalla Shire “Learning for Life” Award this year because we made the greatest leap forward in being both present and future orientated in educating students about sustainability. With the funds won we extended the Slow Food Project to incorporate a larger raised garden with seating for an outdoor classroom.

Slow Food Project

Environmental Club volunteers in years K-4 regularly helped during play breaks throughout the year to water the plants and weed gardens. Fruit and vegetables were harvested and transformed by Canteen staff into delicious meals for a “Playground to Plate” Program for student volunteers.

Year 4, 5 and 6 leaders were trained in guiding younger students, organising gardening equipment safely, composting, worm farming and tree-planting.

We made use of experts in the field such as Botanical Gardens and Sustainability Project Officers at Eurobodalla Shire Council and the many environmental activities and programs that were on offer in our local area: Adopt a Beach, pollution data collection, Botanical Garden educational tours, Environmentors visits, composting workshops and water saving discussions.

Art and Craft Projects

Some classes used the garden to create projects such as a vertical marigold garden made out of plastic recycled bottles for Plastics Free Awareness Month.

Two whole school art exhibitions were inspired by World Environment Day “Greening the Blue” and Plastics Free Awareness Month “Re-use and Recycle” respectively. During NAIDOC Week the school windows were transformed with colourful artwork celebrating the theme: “We All Stand on Sacred Ground

Bunbalbaraga Planting Project

Two planting sites were added this year along the Short Beach Creek adjacent to the school playground. Parents and students planted an extra 300 indigenous plants, donated by Eurobodalla Botanic Gardens. Mulch loads were donated by Eurobodalla Tree Services and Bunnings provided hoses, buckets, spades and forks.

National Tree Day provided the motivation for classes to count and record how much plastic was in their school bag and we had a plastic free competition – participating classes were able to reduce their plastic pieces by 30% over one week and the winning class by 52%.
This year the school hosted 20 students with English as an Additional Language or dialect, five being in 2015 Kindergarten cohort, including one New Arrival from Indonesia.

With so many cultural backgrounds the students met as a group to support each other and learn about other’s journeys and stories. A booklet was published “I’m an Australian” for the students to share the stories with their classes and parents were invited to the “Book Launch” international afternoon tea.

This year the inaugural meeting of the South Coast EALD Teacher Network (with nine members) was held in March at the school and meetings have continued each term, facilitated by our Learning Support Teacher. New Arrival Program Teachers travel up to 2 hours to share, learn and gain professional information.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

This year through sustainability and Community engagement projects a focus has been to celebrate the special connection to Country/Place by Aboriginal People and involve Aboriginal Students and their families to join in the celebrations:

Bunbalmaraga Tree Planting – to restore and rejuvenate the creek banks of our “Bush Playground” into the future.

National Sorry Day – creation of an indigenous Memorial Garden with student made mosaic tiles from 2014 Naidoc Week, Lili-Pilli plants, lomandra plants (for fruit harvesting and basket weaving). Aboriginal students and their buddies planted a tree each and jointly decorated a tree guard in red, yellow, black and green to signify joint responsibility to nurture our relationships and environment into the future. The Principal and Aboriginal Staff Representative launched the Garden with hands joined in cement, and parents helped with planting and watering.

Eurobodalla Learning Community Awards Night:

Our students represented us at the Eurobodalla Learning Community awards evening by presenting items they had prepared for the Shoalhaven Eisteddfod. Three groups performed including a Dhurga song by junior students, conducted by an Aboriginal Education Committee member.

Australian Catholic University Dinner – 21 representatives shared a meal with other school and community members at the Soldiers Club celebrating tertiary opportunities for Indigenous Students.

Patrick White Indigenous Writers Award – several students submitted individual and joint poems/stories in the competition.

Write it Right High School Program: Seven senior students have taken part in this weekly after-school program throughout 2015 – creating a writing portfolio under the guidance of High School English Teachers and mixing socially with students from other schools who plan to attend the High school in the future.
3B’s Playgroup – Being, Belonging, Becoming

A weekly playgroup jointly run by the school and Eurobodalla Shire Council on the school grounds for families with children 0-5 years who are thinking of attending Sunshine Bay School or who have siblings or kin already attending. This is a unique opportunity for families to have a sense of belonging to the school and connection to the school space before their children are enrolled.

13 families attend, including those with Aboriginal and Torres Strait Islander backgrounds, English as an additional language or dialect and some children with special needs.

SPORT

This year the school has registered with a new government sports initiative: Sporting Schools. We were able to utilise funds to offer Year 5 and 6 students a choice of professional sports programs at venues with specialised equipment and facilities: Golf, Tennis and Gymnastics. Cricket, Hockey and AFL coaches also delivered quality programs to Year 3-6. We look forward to accessing local coaches in a wide variety of sports through the Sporting schools initiative throughout 2016.

PLAN – Numeracy

All staff have been trained in using the PLAN Benchmarking Tool and a whole school assessment program began in Term 3, which assesses all students K-6 in every Aspect of the Numeracy Continuum. Teachers are able to upload data and results can be analysed, a progress plan plotted for each student and links to specific resources generated. The school plans to update these assessments regularly so that student progress through the Continuum can be tracked over time and thus inform teaching programs.