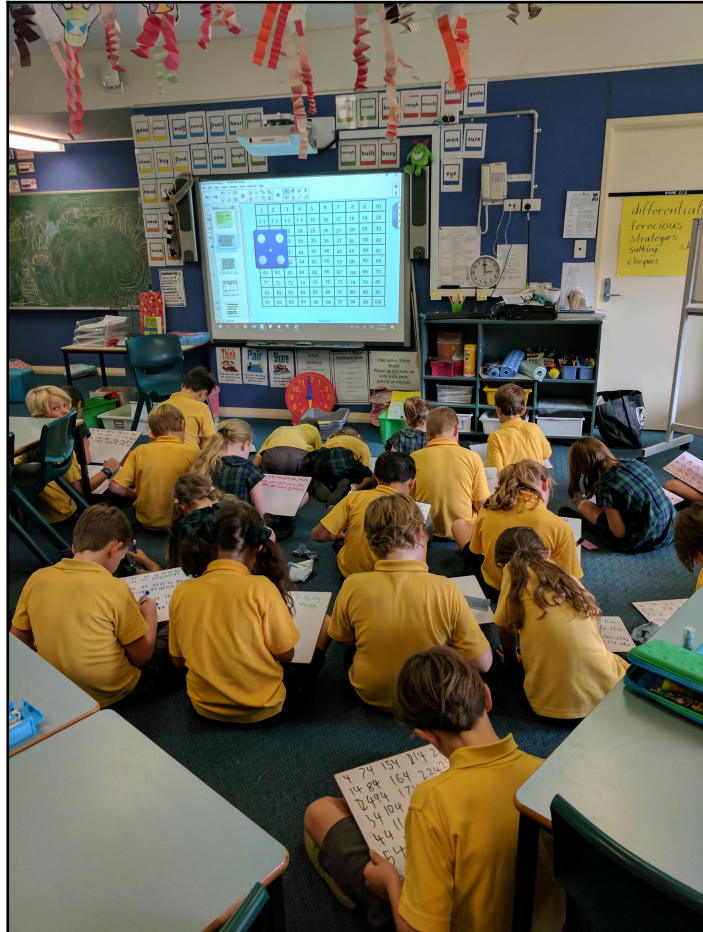


Stanwell Park Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Stanwell Park 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.

Ms Kim Holloway

Relieving Principal

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Message from the Principal

Stanwell Park Public School is known for its commitment to student welfare and the consistent recognition of positive behaviour that results in a happy, caring student body. Our students are given a wide variety of opportunities to participate in a range of learning experiences which include public speaking, debating, Primary Schools Sports Association and representative sport, Premier's Sporting and Reading Challenges, Premier's Spelling Bee, International Competitions and Assessments for Schools (ICAS), band camps and choral festivals. We are known for encouraging students to pursue their talents and interests and fostering the growth of each child's cognitive, physical and socio-emotional intelligences.

The Parents and Citizens Association is an active, vocal and vital group that support school programs and student learning through essential resource acquisitions. The Association is heavily involved in many fundraising ventures and play a very valuable role in school planning processes.

Our community is vibrant and deeply invested in the learning of our students. We pride ourselves on the high expectations we set for our students and the support and encouragement we provide, to help them reach their potential.

Miss Melanie Paterson was appointed through merit selection as Principal, to commence day one 2017.

Message from the students

At the start of the year Mrs Bedwell said the year would go past with a blink of an eye and believe me she was 100% accurate! This year has been the best school year of our lives and here are some of the reasons why...

We have had the opportunity to do so many different activities and they were all amazing experiences. Earlier this year we went to a grip leadership conference and it was one of our highlights this year. We met and interacted with heaps of different people from lots of different schools and developed more friendships. The grip leadership conference was an awesome experience and we all loved it.

Another activity that we participated in was Berry Camp and it was the best camp we have ever been on in our lives! We thoroughly enjoyed Berry Camp because we got to participate in a range of different activities including kayaking, giant swing, hiking, rock climbing, archery and others. Berry Camp was also one of the best things of our school year.

Our school gets the chance to have cake days, school fetes and the most fun of all, the year 5 and 6 fun day. The fun day is where all year 5 and 6 run stalls and the rest of the school buy all the goodies that we have prepared for them! The fun day teaches us organisation and we learn new things about people in our school! (I never knew that some people were really good at throwing coins onto a chocolate bar!)

School assemblies are a privilege for the school captains. We love to hand out awards to the rest of the school! Giving out captains' awards is a hard job and we are always trying to find new things to say about people, there are way too many great people to choose from!

Overall this school year has been the best year of our lives and we have loved every second of it, thanks to all the amazing people and teachers who made it possible!

School background

School vision statement

Our vision is that children leave school with:

A set of moral values – honesty, integrity and good judgement.

A complement of basic skills – linguistic, mathematical, scientific, artistic, physical, social and technological.

An enquiring and discriminating mind, pride in their school and a lifelong love of learning

Strong self-esteem, high personal expectations and belief in their abilities as contributing members of our community.

Tolerance and respect for others.

We value the partnership that exists between school, parents and community and the part it plays in realising this vision.

School context

Stanwell Park Public School proudly delivers quality Public Education for the children of families in the coastal communities of Stanwell Park and Coalcliff, the most northern suburbs of the Illawarra Region. In 2014 there were an average of 160 students from 122 families.

Our parent body mostly consists of professional people with a high socio-economic background. Our Family Occupational Educational Index is 14. Parents and the community have high expectations of their children and the teaching staff, endeavour to meet them. All students are encouraged and supported to reach their potential.

Stanwell Park Public School has an experienced staff, who are committed to providing relevant, engaging learning programs. In 2014 this comprised 9 teachers, 3 office staff, a School Learning and Support Teacher (LaST) 2 days per week and 2 School Learning Support Officers (SLSO). In 2015 the LaST component has been reduced through the RAM to ½ day a week. There will be major changes to teaching staff over the next 5 year period as 80% of staff are expected to retire in this timeframe.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Having thoroughly evaluated our evidence and data across the domains of Learning, Teaching and Leading we feel we are currently in the Delivering phase of each domain. Whilst we are showing Sustaining and Growing aspects in most areas, the large turn over of staff has proved challenging in maintaining and building on our 2015 success.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Curriculum

Purpose

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

Improvement of student learning outcomes in literacy and numeracy through the development of consistent high quality teaching practice.

Delivery of new curriculum as dictated by BOSTES and Community of Schools timetable – Maths, Science 2015, History, Geography 2016.

Overall summary of progress

All teachers K–6 are now effectively tracking student growth using Programming Literacy and Numeracy (PLAN) digital continuums in both literacy and numeracy.

Teachers participated in regular professional development opportunities in order to build their capacity in supporting the writing and editing skills of our students. The outcome of this training is that students 3–6 now use a consistent feedback code when editing their work.

Students and parents completed Tell Them from Me surveys throughout the year to express reflections on the learning taking place in classrooms. Data was analysed and transferred into improvements in the teaching and learning practices of staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
65% of students achieving above expected stage level in literacy and numeracy in school based assessments. 80% of students achieving greater than or equal to expected growth in year 5 NAPLAN in literacy and numeracy. Teaching and learning programs and associated scope and sequence plans incorporate current syllabi & technology.	Students from Year 3–6 were tracked using the Literacy and Numeracy continuums. Evidence shows that at present 45% of students are achieving beyond their developmental stage in Literacy and 42% of students are achieving beyond their developmental stage in Numeracy. In 2016 70% of our Year 5 students achieved greater than or equal to expected growth in their NAPLAN Numeracy and 64% achieved greater than or equal to the expected growth in their NAPLAN Literacy results. Scope and sequence documents were developed for English, Science and Spelling.	\$6000

Next Steps

At the completion of the self-assessment it became evident that we weren't operating in the Sustaining and Growing or Excelling domains often enough or consistently. Our next steps will be:

- To make minor adjustments to our School Plan for 2017 with an added focus on student tracking and data analysis.
- To ensure all lessons are differentiated with students at all levels of learning receiving individualised enrichment or support.
- To focus on gaining high quality feedback from students, staff and parents on the effectiveness of our teaching and learning programs.

Strategic Direction 2

Future

Purpose

Embedding and implementing explicit, targeted, engaging and effective professional learning practices resulting in improved student learning outcomes.

Ensure delivery of high quality teaching practice personalised to our students and school setting by new staff.

Ensure we cater for the learning needs and wellbeing of all students.

Overall summary of progress

Executive provided explicit and targeted professional learning opportunities for staff in a range of areas with a school focus on writing and editing skills.

Training and professional development for SAS staff and principal completed in the deployment and implementation of LMBR with the outcome being a successful Go Live transition.

Training and time provided for the Librarian and staff surrounding the implementation of the Oliver operating system.

Beginning teacher supported through GTIL with professional development opportunities and mentoring sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers catering for differentiation of learning through individual student planning as evidenced in programming. All Staff, teaching and non-teaching prepare and implement Professional Learning Plans.	Teachers engaged in professional learning to collaboratively devise whole school scope and sequence documents. This collegial planning raised the awareness of the learning continuums of students and has equipped staff with the skills needed to effectively differentiate the learning of the students in their class. Performance and Development Framework procedures revised and in action. Performance Development Plans for every teacher contain goals that align with the Australian Professional Teaching Standards and are evidenced by learning impact for students.	\$6500

Next Steps

In order to progress into the next phase of the School Excellence Framework our next steps will be:

- To make some minor adjustments to our School Plan for 2017 and move towards our future focused learning goals of Bring Your Own Device programs.
- To engage in professional learning in the area of numeracy to ensure learning differentiation is happening in all classrooms.
- To narrow the focus of our Professional Development Plans to include Quality Teaching rounds and coaching/mentoring systems.

Strategic Direction 3

Communication

Purpose

Implementation of effective communication frameworks for students, parents and community utilising a variety of media.

Further develop community input into school planning and policy development to forge a closer partnership with an informed school community.

Embed technology relevant to the students, teachers and community in all aspects of learning.

Overall summary of progress

Regular parent information sessions conducted on relevant topics to keep parents informed and engaged in the school learning community.

Staff identified a technology goal in their Professional Development Plans with the aim of upskilling teachers and improving the incorporation of ICT in all classrooms.

Skoolbag application successfully introduced as a communication tool for parents and the community.

Students successfully participated in the Digital Technologies and Science tests in the International Competitions and Assessments for Schools (ICAS).

A coding interest group was initiated under the guidance of the librarian.

The school's wireless network was upgraded to assist in the move towards Bring Your Own Device classroom learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent and community usage of school communication structures (website, school apps) increases from current <20% to over 50%.	Parent surveys and collated data indicates that community usage of school communication structures has increased to 30%.	\$3000
Parent representation on school committees increases through improved communication strategies.	Parent attendance at P&C meetings as well as school planning focus group sessions increased with record numbers achieved in December. The overall presence of our parent body within the school is excellent.	
Greater evidence and use of emerging technologies as part of regular classroom teaching programs.	All teachers regularly complement their teaching with the Interactive Whiteboards that are installed in all classrooms. The library program in particular has shifted its focus to being that of engaging with new and emerging technologies in order to upskill and stimulate the students.	

Next Steps

Based on our self-assessment in 2016 our next steps will be:

- To introduce the Life Skills socio-emotional program K–6 that will promote student resilience and conflict resolution strategies as well as build a common dialogue amongst students, staff and parents regarding wellbeing.
- To plan and implement a series of events to celebrate our Centenary. Community involvement will be our focus as well as connecting present students to that of the past.
- To introduce Sentral reporting to parents to improve the way in which we inform parents about the learning of their children.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	A School Learning and Support Officer was employed, in addition to our allocated Equity funding, to work with all students who have English as an alternate language or dialect. Individual and group programs were implemented to improve outcomes of all students in literacy and numeracy.	\$4200
Low level adjustment for disability	All students requiring adjustment and learning support and do not receive targeted funding, are identified through the Learning Support Team. Students were supported in the classroom and/or playground by our School Learning and Support Officer.	\$16700
Quality Teaching, Successful Students (QTSS)	Utilising these funds, additional time was made available to staff over the course of the year to collaboratively plan and analyse student data. By engaging in these reflective practices all staff critically evaluated their impact on students and devised strategies of how to best meet their diverse learning needs.	\$6100
Socio-economic background	The Best Start program was implemented in the first few weeks of Kindergarten. Data gained from Best Start enabled the two teachers to accurately place all students on the Literacy and Numeracy continuums and implement individualised learning programs within the first few weeks of schooling. Parents and care/givers were invited to an interview where students' achievements were discussed. Teachers and parents also discussed strategies to assist their child at home. Students from low socio-economic background continued to receive additional support in the form of regular group and /or individual support. The class teacher and Learning Support Team analysed data to ensure these students were constantly tracked and receive additional support as needed.	\$2500
Support for beginning teachers	One newly appointed member of staff received additional time and funding to work closely with their mentor. The impact for this teacher was a greater understanding of curriculum requirements and programming expectations. Personal reflection and evaluation was promoted and resulted in professional growth.	\$13300

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	91	86	87	79
Girls	69	72	71	70

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	93.4	95.5	96.2
1	95.3	97.4	93.7	95.6
2	96.5	96.7	94.1	91.4
3	95.3	97.3	96.6	96.1
4	93.3	96.7	96.6	96
5	95.8	95.2	95.9	97
6	93.8	96.4	92.9	96
All Years	95.1	96.2	95	95.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

We are proud of our high attendance data and attribute this to the celebration of student achievement and acknowledgement of students who have a perfect attendance record.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration & Support Staff	1.91
Other Positions	0.06

*Full Time Equivalent

We currently have no members on our workforce who identify as having an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	63

Professional learning and teacher accreditation

The implementation of the Performance and Development Framework continued which focuses on creating a culture of teacher quality, feedback and growth for all teachers within all schools. In response all staff engaged in rigorous and meaningful professional learning aimed at driving successful teaching and learning practice in every classroom. Staff Development Days, professional learning meetings and stage meetings focused on staff setting learning goals for their professional development that aligned with the Australian Professional Teaching Standards.

Mandatory training was a focus, to ensure student welfare, and CPR, Emergency Care as well as anaphylaxis training took place.

We did not have any of our staff complete their accreditation through the Board of Studies Teaching and Educational Standards NSW.

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

Financial information

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

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

Income	\$
Balance brought forward	30 630.67
Global funds	107 297.61
Tied funds	88 467.07
School & community sources	67 552.40
Interest	1 364.23
Trust receipts	4 153.50
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	24 269.19
Excursions	20 971.77
Extracurricular dissections	21 219.51
Library	2 642.97
Training & development	331.45
Tied funds	49 929.04
Short term relief	10 000.39
Administration & office	20 241.89
School-operated canteen	0.00
Utilities	12 397.53
Maintenance	4 591.87
Trust accounts	4 153.50
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	138 597.33
(2a) Appropriation	129 416.37
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	9 072.65
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	108.31
Expenses	-81 345.24
Recurrent Expenses	-81 345.24
(3a) Employee Related	-46 459.49
(3b) Operating Expenses	-34 885.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	57 252.09
Balance Carried Forward	57 252.09

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

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

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

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include:

\$3000 – Photocopier in 2019

\$2000 – Ride-on lawnmower in 2017

\$5000 – Interactive whiteboard/projector replacement as per ICT 5 year plan

\$2000 – iPad replacement in 2018 as per ICT 5 year plan

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 271 802.82
Base Per Capita	8 465.78
Base Location	0.00
Other Base	1 263 337.04
Equity Total	23 573.77
Equity Aboriginal	0.00
Equity Socio economic	2 563.22
Equity Language	4 288.46
Equity Disability	16 722.09
Targeted Total	34 610.00
Other Total	8 810.25
Grand Total	1 338 796.84

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

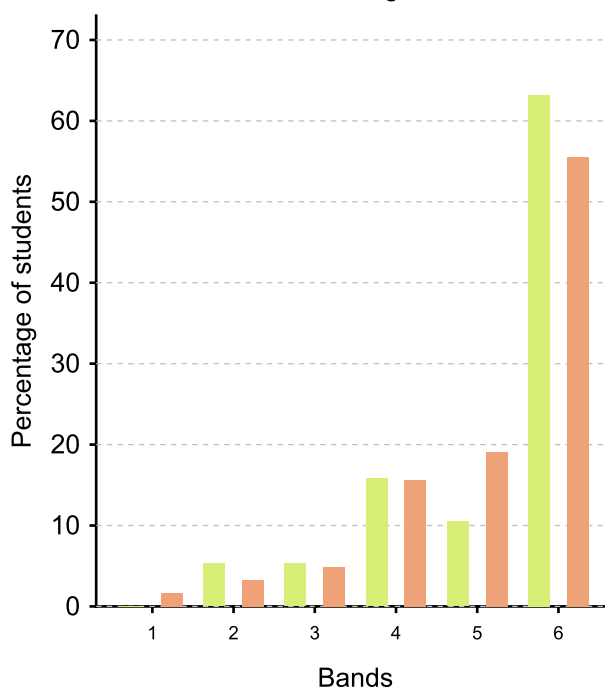
School performance

NAPLAN

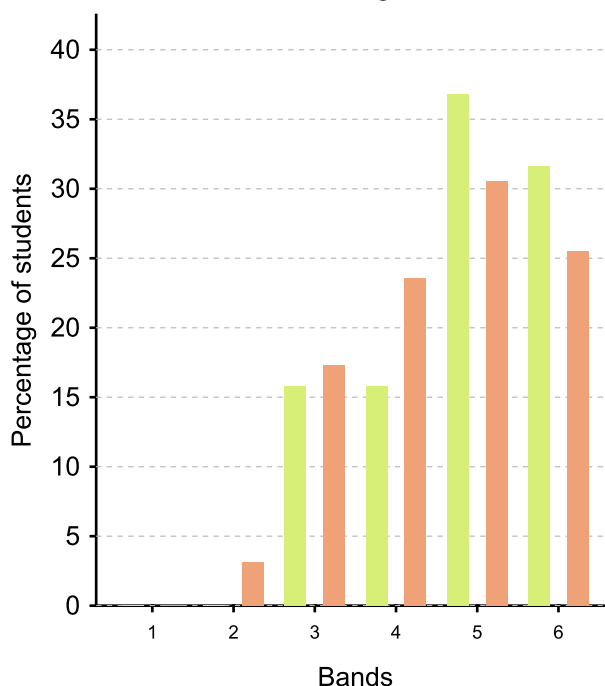
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our 2016 NAPLAN data shows proficiency results well above state average in all Literacy aspects for the Year 3 cohort. Our Year 5 results are above state average for most aspects but require analysis in the areas of Reading and Spelling for which we were below. These areas will be a focus in our 2017 plan.

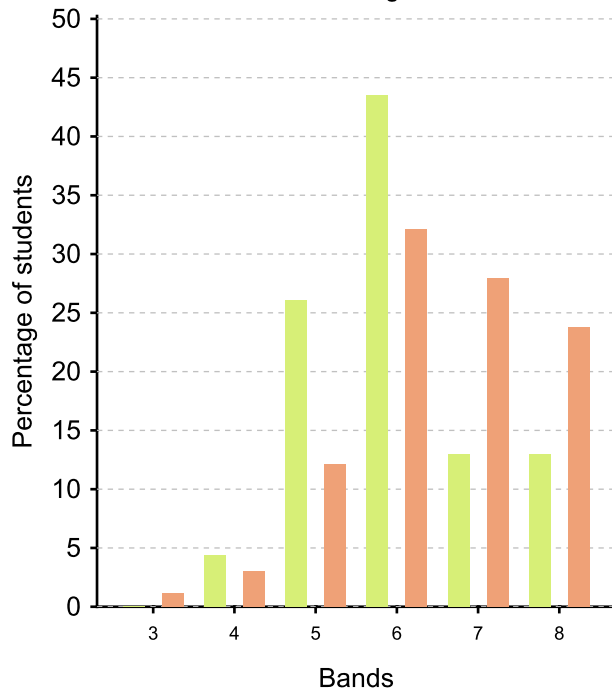
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

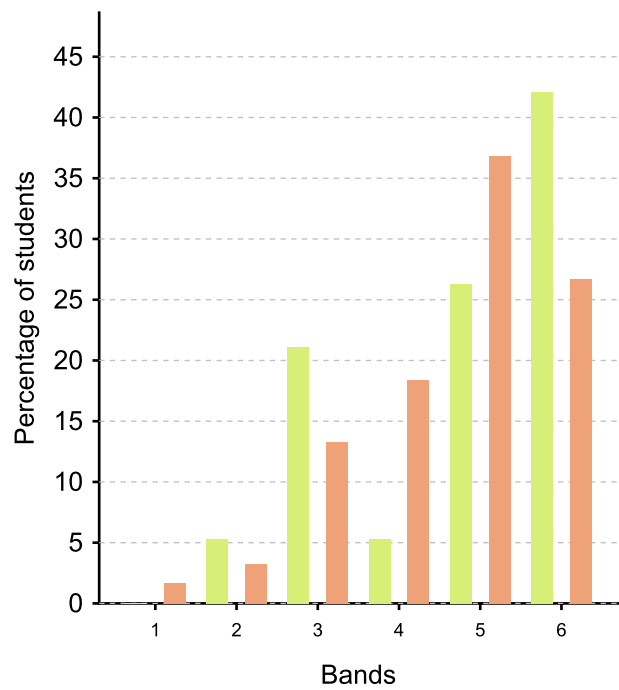


Percentage in bands:
Year 5 Reading



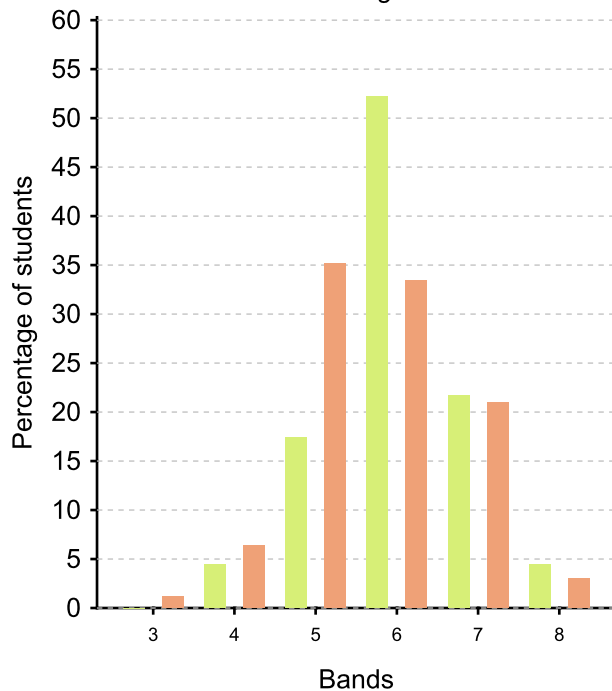
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



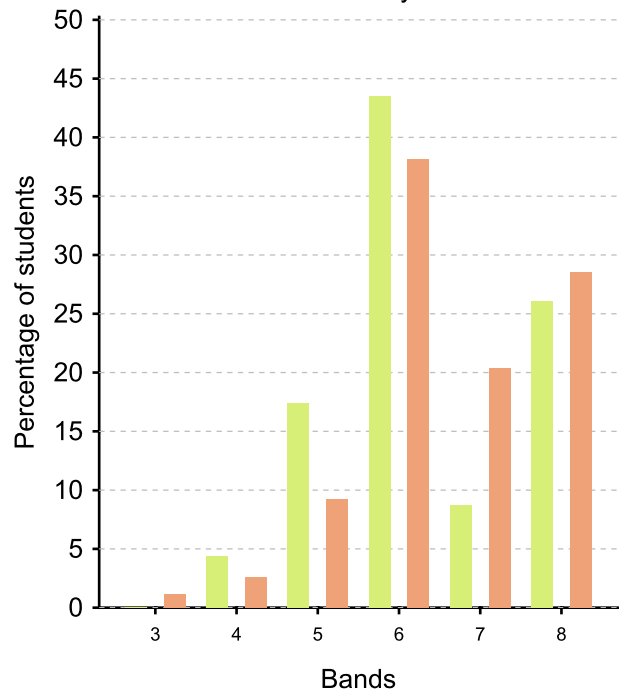
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Our 2016 NAPLAN data shows proficiency results well above state average in Numeracy for the Year 3 cohort. Our Year 5 results are above state average however the margin isn't as great as the Year 3 margin. We will aim to improve this result in 2017.

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

In line with State reporting requirements students receive twice-yearly academic progress reports which inform parents of student achievement and identify areas of further development. Our school continues to review and evaluate systems for data collection and collation for planning and reporting purposes and aims to ensure rigorous processes are in place to collate and analyse data to write high level reports.

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.

- The school usually knows about the families and the community in which it serves
- School leaders usually have a positive influence on the school culture
- The school almost always praises and rewards individuals who are successful
- Almost always the students are the school's main concern
- Parents usually support what is happening in the school and are almost always proud to be a part of the community
- The school usually extends and challenges the students
- The school needs to place more emphasis on continuous growth and the development of what it does

Thank you to the members of our community who provided this important feedback via an online survey.

Policy requirements

Aboriginal education

During every assembly and on special occasions like Education Week and Open Days the children of Stanwell Park Public School recognise the traditional owners of the land, The Wadi Wadi People of the Dharawal Nation. In doing so we pay our respect to both elders past and present and recognise the traditions and culture of the Aboriginal People of the Illawarra.

In Stage 2, a major part of the HSIE core units are focussed on the Aboriginal perspective related to each unit. In the study on Local Community and Local Government, the children looked at the elders of the local community and how they lead their community. In the History unit on First Contacts, the classes looked at the early history of the Aboriginal people and discovered how they made their way to the continent we now call Australia. They looked at the different communities and found how they moved throughout Australia.

Multicultural and anti-racism education

In line with the School Plan and the Multicultural Education Policy, our school regularly reviewed teaching and learning programs to ensure inclusive teaching practices were in place for all students. Further to this our school celebrates cultural diversity and recognises and values the backgrounds of all students. We promote an open and tolerant attitude towards different cultures, languages, religions and world views and student voice is a priority. Teachers participated in professional learning and collaboratively planned strategies that embed multicultural and anti-racism education in their daily practice.

Other school programs

Sport

Stanwell Park Public School, once again, had an outstanding year in our sporting endeavours. The key words that reflect this success are participation, progress and enjoyment. Each student is given the opportunity to play in as many sports as possible whilst developing "life skills" needed to make appropriate choices in regard to healthy nutrition and lifestyle.

The following achievements were significant:

- K–2 continued the Fundamental Movement Skills Program and made great gains in their skill acquisition.
- The successful Gymsports program occurred in Term 4 with K–6 participating in an 8 week program.
- Whole school participation in Cross Country and Athletics and Years2–6 involved in the swimming carnival.
- 5 students represented in the Regional Cross Country and 7 Students represented at the Regional Athletics Carnival.
- 100% involvement in the Premiers Sporting Challenge for the 8th year since its inception.
- 90% of Years3–6 students participated in the District PSSA inter-school competitions conducted in Terms 2, 3 and 4.
- 27 children were selected in various district teams as representatives
- There were 54 district representatives, 9 Illawarra Zone representatives and 11 Regional representatives and 1 state representative.
- Stanwell Park came first in the percentage trophy at the District Cross Country Carnival and first overall at the District Athletics carnival—a first for the school.
- The first year the school has been involved in the Sporting Schools Programme where the school was given a grant of \$6000 to promote sport within the school. Hockey and Ten Pin Bowling were the sports selected.

Outstanding individual achievements include:

Jaime Beauflis represented the region at the State carnivals in Girl's Football, (Soccer) .

Isabella Massey represented the region in Cross

Country and the district in swimming and athletics.

Talia Beauflis represented the district in Touch Football, Girls football, Cross Country and Athletics.

Briana Carboni represented the district in Basketball, Softball, Athletics and Swimming. Briana also represented the region at softball.

Sophie Leadbitter represented the district in Cricket, Football, Swimming and Hockey.

Madison Agnew represented the district in Swimming, Hockey, Cross Country and Athletics. Madison represented the region in Hockey and Athletics and represented the state in Hockey. This team were declared equal winners at the state championships. As a result of her state selection, Madison was awarded a regional Blues Award in recognition of her success in sport in 2016.

Aaron Ward represented the district in Cricket, Athletics and Softball.

Gus Hoefsloot represented the district in Tennis, Football, Swimming, Cross Country and Athletics. Gus represented the region in Football and Athletics. Gus was awarded the Junior Boy District Athletic Champion.

Abby Bailey represented the district in Swimming, Athletics and Hockey. Abby represented the region in hockey. This team were declared equal winners at the State Championships.

Charlie Paine represented the district in Netball, Athletics and Swimming.

Jessica Dornjak represented the district at swimming and athletics and represented the region at athletics. Jessica was awarded the District Junior Athletics Champion.

Elliott Mithieux represented the district in cross country and athletics.

Beau Boulton, Kai Rennie and Elliot Wilson represented our school in the NSW Inter-Schools Snowsports competition.

The Senior Girl's netball side and the Senior Boy's football side represented the school in state knock-out competition.

Debating

Stanwell Park took part in the Seacliff COS Debating Competition. All students who volunteered from Year 6 were given the opportunity to participate in a debate. The students were enthusiastic, displayed an excellent work ethic and worked extremely well as a team. Stanwell Park won three out of four debates and came a very close second in the competition. An outstanding result.

SPARKS

SPARKS stands for Stanwell Park Arts and is another key program in the K-6 CAPA curriculum. The program could not be run without the support of creative parents and artists from the wider community. Students choose an activity for a term and work together in small groups consisting of students from all classes. The activities cover a broad range from Dance to Beading. This year we had a number of new and well-loved activities such as Pottery, Silkscreen printing, Tie Dyeing and Digital Movies. The enthusiasm and enjoyment of the students for this program has assured it continuing for many years. Members of our parent body supported the programme with enthusiasm which meant we could hold 3 very successful new activities.

Musica Viva

Musica Viva is an integral part of our school music program K-6. This year children experienced the talents of the group B'tutta. This group presented the very best of percussion music inspired by Brazil and Asia. Sousaphonics is an ensemble of musicians who also work across the country. Sousaphonics perform music from carnivals from around the world. Music as diverse as Nigerian Afro-beat and Balkan Folk music was played. Clearly both groups were an outstanding success and children came away from each concert bubbling with enthusiasm for live music of all types.

2016 Premier's Spelling Bee

This program has been running for 13 years and aims to develop excellence in spelling and word knowledge. Students participate in spelling activities to promote literacy and reflect syllabus outcomes. Spelling Bee competitions were held for Stage 2 and Stage 3 to determine our finalists, who then represented our school in the regional final held at Bulli Public School in September. It was a great experience for all competitors.

Stage 2 – Florence Cowan and Rowan Knight

Stage 3 – Abby Bailey and Eamonn Gardner

2016 Premier's Reading Challenge

Stanwell Park Public School has been participating in the P.R.C for a number of years and it has become an important part of our ongoing promotion of literacy within the school community. The P.R.C. is designed to foster interest and enthusiasm for reading by the encouragement of children reading a wide range of both books and authors. This year 21 children in Years K to 2 completed their challenge of reading 25 books. Students in Years 3 to 6 had to complete 20 books up to and including quite difficult novels. 24 children completed this challenge. This year 3 children received Gold awards for having completed their Challenge for 4 consecutive years and 1 Platinum award for 6 years of reading. An outstanding achievement!

2016 Premier's Sporting Challenge

Stanwell Park Public School again participated in the Premier's Sporting Challenge from Kindergarten to

Year 6. The challenge requires students and teachers to complete a diary listing the amount of physical activity they perform on a daily and weekly basis for 10 weeks. At the completion of the challenge classes are awarded a Bronze, Silver, Gold or Diamond award depending upon the number of minutes of physical activity accumulated. This scheme is particularly successful in promoting sport and physical activity and a healthy lifestyle amongst children. The school has also benefitted from the acquisition of a range of quality sporting gear as a direct result of our involvement in the Challenge.