

Scotts Head Public School

Annual Report



2016



3635

Introduction

The Annual Report for 2016 is provided to the community of Scotts Head 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.

Gillian Stuart Principal

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Message from the Principal

Our School Excellence Framework, guides everything we do at Scott's Head PS as our directions focus on three key areas: Students, Learning and Community. At Scott's Head PS we are strong on community partnerships – this is our greatest strength and it does not happen by accident. Every individual contributes to our success as a collaborative school. I thank each and every one of you. What we do at this school each day has a positive impact on the futures of the young people in our care and our students, our children are world-changers. We need our young people to embrace the multitude of opportunities available to them across the globe.

At Scott's Head PS we will continue to extend our students' understanding of difference and provide opportunities for them to become active global participants. As this global connectedness will only increase. At Scott's Head PS so many noteworthy individual and collective activities take place each day. It is impossible to outline them all, but there have been many significant moments for students and staff, such as:

Our Community Partnerships:

- Intergen – outstanding activities provided by our talented seniors under the guidance of our tireless leader Angie Evans.
- Uncle Richies weekly Sports and Wellbeing program.
- The WAVES Program offered through local Macksville–Scott's Heads Surf Lifesaving Club, which was nominated to a State final.
- Lifetime Connect – providing staff for a supported playgroup where up to 18 children and their families access our lovely facility. Next year in 2017 a new program called Little Whales will begin which will be a transition to school program for students enrolling in school in 2018.
- TAFE and the infrastructure it is providing in gaining a deep understanding of Aboriginal lore, culture and language through the 8 ways of Knowing. The school has been recognised as one of 15 schools in NSW Local School Local Decisions to be featured on their website for our successful and innovative Community Engagement Partnerships.

Walt Disney said, "You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality". To the students, each of you has progressed in so many ways thanks every one of you, for doing your best, filling peoples bucket and spreading a positive ripple effect in our lovely school. Our student leaders and Year 6s have given of themselves throughout this year and in doing so; they have influenced our school in positive and meaningful ways. I acknowledge the exceptional leadership provided by our school Captains, Finlay Lamont and Wulaaran Walker and Vice Captains India Stephens and Toby Hill. As a group they have had tremendous amount of energy, resilience and compassion and we wish them well in their futures.

Confucius stated: "If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children". Our staff are deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them. To do this takes determination, hard work and a commitment to the pursuit of excellence. I thank all of our teaching and support staff, who have invested so much of themselves and their outstanding expertise in the pursuit of this vision for the benefit of our students and our School. I count myself extremely privileged to work with such a dedicated team.

To all parents and caregivers, I thank you for your passionate support of all things Scott's Head PS and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education.

School background

School vision statement

Scotts Head students live in a globalised, digital environment, in a rapidly changing world. Forms of learning, communication, teaching pedagogies and relationships are constantly changing. We believe that the learning opportunities we provide for students' need to be engaging, flexible, diverse and encompassing contemporary and future contexts. Scotts Head Public School is a hub for cohesion, innovative learning and excellence through quality teaching and a network of partnerships within local and global communities.

School context

Scotts Head PS has an allocation of 6.336 teachers. This consists of four classroom teachers and a loading of 1.6 teachers of Indonesian language, with the remainder coming in the form of RFF, LaST, Part-time component and Teacher/Librarian.

The school's governance comprises all staff members and a member of the school's P&C. A budget committee comprising school staff and a community member allocate funding resources to address school needs and the implementation of the school plan.

The school budget is \$291,666. consisting of \$42,772 RAM, \$81,000 funding support, a general operating grant of \$63,000 with the remaining \$20,000 comprising Teacher Professional Learning (TPL), Computer Coordinator and PLAN software (Planning Literacy and Numeracy).

Scotts Head PS has two permanent classrooms and two demountable classrooms, a library and office building as well as a community centre and canteen. The playground is extensive and much work has been carried out to enhance our remnant forest into a bush tucker walking trail of knowledge.

Scotts Head PS has between 5–10% transient population throughout the year. The local Pacific Highway construction has been a major influence in this transient population.

At Scotts Head we are unique, as we are one of only four primary schools in NSW offering our students the Bilingual program. The program delivers the regular curriculum for 45 minutes classes in Bahasa Indonesian, developing language skills, knowledge, understanding and acceptance of Asian societies, cultures and environments. This supports our ongoing direction of our school to prepare students for their life beyond school. To develop their knowledge, skills and capabilities to be global citizens; enhancing opportunities for our students to effectively live, work and learn in our region, developing the skills to communicate and engage with the peoples of both Asia and the wider world.

At Scotts Head we have a strong environmental ethos in the school, with the school located on the coast and on the edge of Gaagal Wangaan National Park. This provides outstanding environmental values, which is integrated into the regular curriculum to encourage the students to learn the value of healthy sustainable living and its importance to people and the environment. Having worked for the past four years to establish a now-thriving school garden, children learn to grow, harvest and prepare organic fruit and vegetables which are also sold to community members.

We have recently introduced the Gumbaynggirr Pathways to Learning Project– Bush Tucker Track. Developing a learning resource, in the form of a walk trail through a restored remnant forest, this will promote biodiversity values through the “accessible” concept of bush tucker/medicinal plants. Our focus is building stronger links with local elders, community members, national park rangers; bringing a greater understanding of local Indigenous culture, historical perspectives and knowledge systems within the school and the wider community of Scotts Head.

At Scotts Head PS our mission is to nurture students' physical, social, emotional and academic wellbeing with a focus on Positive Behaviour for Learning (PBL). We aim to ensure a safe, caring, happy, orderly and productive learning community in which the rights of all students to learn and experience success are supported. All our staff and volunteers are committed to supporting students and each other, creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking. Our focus is to ignite the passion for lifelong learning and empower all to reach their full potential.

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.

Part of the information gathered for self-assessment was through the Tell Them From Me (TTFM) survey tool. This includes nine measures of student engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school". Their scores were scaled on a 10-point scale, and students with scores above 6.0 (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

Learning

In the domain of Learning: SHPS will promote a learning culture of excellence for all. We believe in providing a challenging and stimulating learning environment to enable students, staff and our community to explore, develop and contribute their gifts and talents. We are striving towards achieving high expectations for all through building mutual respect, support and collaboration between school staff, students, parents and the wider community to promote excellence in learning and wellbeing.

Responses from Tell Them From Me (TTFM) indicate factors students identify as affecting learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

Teaching

In the domain of Teaching: SHPS will have a coherent, sequenced plan for cross-curriculum delivery that ensures systematic teaching and learning through our Bilingual Indonesian Program, Indigenous Education and the new NSW Board of Studies (Australian) Curriculum as it is introduced. This will be delivered by a professional team of highly able teachers, including teachers who take on active leadership roles beyond the classroom.

Students who value schooling outcomes and meet the formal rules of schooling feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

Leading

In the domain of Leading: SHPS will actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local business and community organisations. We will continue to strengthen our partnerships with Southern Cross University, National Parks Gaagal Wanggaan, Unkya Lands Council and TAFE. Parents and families are recognised as integral members of the school community and partners in their children's education. Scotts Head PS is an active member of the Valley 10 community of schools.

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

A learning culture that promotes excellence

Purpose

Scotts Head Public School is committed to providing excellence in learning for all. We strive for high expectations to improve and enhance the social and emotional wellbeing of all students. It is important to foster belonging and provide a supportive learning environment with positive interactions between staff, students and families.

Overall summary of progress

In our schools we are developing consistent school-wide practices for assessment and reporting, those are used to monitor, plan and report on student learning across the curriculum, helping identify student achievements and progress, in order to inform future school directions.

Throughout the 2016 cycle, all staff developed knowledge, skills and confidence in the collection and critical analysis of student work samples as evidence of assessment and use of an agreed range of data sets (SMART, NAPLAN, School-wide data, Tell Them from Me etc.) in the Assessment and Reporting cycle.

A coaching and mentoring culture was developed that occurred between teachers, the Principal and a Regional Instructional Leader with meetings occurring twice in Term 2 and Term 3.

Through reflective practice conversations all staff are better able to identify teaching practices that effectively support learning. All staff reported that they developed a range of strategies to provide effective feedback that is timely, explicit and informative so as to move students forward.

By the end of the 2016 cycle, it was worth school leaders spending time working with teachers to improve their teaching practices including modelling, evaluation and providing feedback as each student demonstrated improvements as measured by growth progression in cluster markers on the literacy continuum.

Scotts Head Public School is committed to best practice in education and being accountable to our parent community for measureable growth and performance. We have consistently demonstrated responsiveness in all communications with parents and carers, particularly when dealing with challenging issues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School leaders spend time working with teachers to improve their teaching practices including modelling, evaluation and providing feedback.	Throughout the 2016 cycle, all staff developed knowledge, skills and confidence in the collection and critical analysis of student work samples as evidence of assessment and use of an agreed range of data sets (NAPLAN, School-wide data, Tell Them from Me etc.) in the Assessment and Reporting cycle.	Professional Development with local instructional leader in the use of PLAN and literacy clusters; on how to analyse student data; the benefits of visible learning of Hattie Research PD in student outcomes, using learning intentions and strategies for effective feedback to students.
Clarity about what students are expected to learn and be able to do, high expectation of every students' learning, explicit teaching of skills and content, individualised attention is required, and timely feedback to guide student excellence in	All students demonstrated improvements as measured by growth progression in cluster markers on the literacy continuum. As a result of improved student data collection, analysis and feedback to students by teachers. Teachers have improved Assessment and Reporting skills to inform teaching/programming,	Teacher Release, coaching and mentoring progress is regular on the agenda at staff meetings. Coaching meetings will occur twice a term by Principal in Week 5 and 10 \$3,938.00.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
learning.	resulting in students with greater understanding/ownership of their learning.	

Next Steps

The school leadership team will continue to monitor and evaluate individual teacher's professional development requirements to determine where support and training are required. Plans (PDP's) will be developed for staff with professional development matched to school priorities and teacher strengths, resulting in greater opportunities for staff to provide the best learning experience for students.

Building a coaching, mentoring instructional culture, that forges conversations around classroom practice and teaching, using data, assessment and reporting. Focusing on the research of visible learning and how effective feedback will drive improved student and staff outcomes. These will be constantly matched against the Professional Standards for Principals and Teachers.

To give staff training in the skills, knowledge and proficiency in the areas of coaching and mentoring in the context of classroom practice with assessment and reporting strategies, which leverage growth and talents.

Developing a coaching culture to enable teachers to participate in instructional round (observation of professional practice), that encourage honest feedback and high expectations for the whole school, through careful collaborative planning and monitoring.

21st century learning is project based STEM program to be delivered in Stage 2 and 3. The aim of the STEM program will be to provide other schools with programs, but with access to TPL, support guidance (linking to a community by Zoom Virtual Classroom, Blogging and Yammer). Teachers that specialise, such as our I.T. teacher, will be working to implement the programs, training teachers (TPL) and providing guidance on equipment/app purchases and functionality. Once other schools have been introduced to the program, it is hoped that a local First Lego League competition (run by Lego, Google and Macquarie University) be established on the Mid North Coast (or other areas) that will allow the isolated children to participate without the expense of having to travel to Sydney to compete. This is a competition that promotes STEM learning at its best.

Rural and Remote Grant is funding a combined Research with Southern Cross University in Term 3 with two other schools in neighbouring south and north regions. A *STEM in the Garden* will be a Stage 3 project that will enhance students' Science, Technology and Mathematic outcomes through project based learning. This unique pilot project draws on design led innovation. This approach will build capability in teaching and learning to address food sustainability, in rural and remote school communities. The project will expose the participants to authentic cross-cultural food innovation learning experiences with purposely grown native foods to Australia (Bush Tucker).



Strategic Direction 2

Expert Teaching Team

Purpose

At Scotts Head Public School we believe that teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practice. The sharing and showcasing of best practice is well established and teachers collaboratively plan, deliver and review the teaching of the new curriculum.

Overall summary of progress

Our students at Scotts Head PS are very fortunate to be the only primary school in NSW with a bilingual program. As a small school, our entire student and staff community participate in the bilingual program. All four classes are taught designated elements of key learning areas using Bahasa Indonesia as the language of instruction.

The key learning areas involved in the program were Science and Technology, PDHPE, Mathematics and Creative Arts. Language teaching is incorporated using the CLIL methodology (content and language integrated learning) where Indonesian is the language of delivery. CLIL methodology incorporated cognition (thinking skills), KLA content, communication (listening, speaking and writing language) and community (building self-confidence and awareness of other communities and their culture).

Indonesian language and culture is embedded in everyday school life, with areas labelled around the school, assemblies presented in Bahasa Indonesia, Indonesian music played at bell times, significant Indonesian holidays celebrated and students addressing all teachers and visitors using Indonesian terms of address. This year we ran Indonesian language and cultural activities – involving parents and community members in extracurricular Indonesian focused group activities. Every week Indonesian language and culture is included in the School newsletter. We host cultural and environmental workshops from Indonesian professionals throughout the year.

Lessons incorporate the use of technology, including computers, notebooks, iPads and interactive whiteboard. iPads are used to record students speaking and applications such as "puppet pals", "Telagami", "book creator", "I movie" etc engage students in learning tasks. We make extensive use of interactive whiteboard for language teaching visuals and manipulable objects. YouTube clips allow access to authentic materials as substitutes for native speakers and cultural input in the classroom.

We utilise online Indonesian learning activities and assessment tasks utilising technology. In term 3, stages 2 and 3 engaged instructed online learning units, involving booklets coordinating use of online Indonesian learning games and activities such as "languages online", "Hebat", "Language Learning Space" as well as online Science activities.

The school has a vibrant creative and performing arts culture with students participating performing at end of semester assemblies. Stage 3 engaged in a creative arts unit created and delivered collaboratively with another Indonesian creative artist.

Our bilingual teachers and our principal participated in a Bilingual presentation and follow up workshop by Dr Russell Cross in Term 4. This was a highly informative and interactive presentation, which stimulated productive discussion about our program and a deeper understanding of the CLIL process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a particular focus on improved teaching methods utilising the cross curriculum priorities in all key learning areas (KLAs) and professional learning is focused on building teachers' understandings of highly effective teaching strategies to create meaningful learning experiences.	In Terms 2 & 3 the school focussed on literacy, re-instating Indonesian home readers and reading groups in stage 3. "Kompetisi Siswa", a statewide Indonesian writing and drawing competition this year. Early stage 1 attained 2nd prize while stages 1 and 3 attained both 1st and 2nd prize in their categories.	Training and Development \$3,938.00
Teachers work to ensure that all	Indonesian developed Scope and Sequence K– 6.	External grant gained

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs and ability levels. The school has an explicit, coherent, sequenced plan for curriculum delivery across K–6.	This year we piloted a virtual learning class by Indonesian creative artists – delivered from our school to a neighbouring primary school, using video conferencing technology.	\$1,000.00

Next Steps

In 2017 we plan to expand our collaborative teaching practices to stage 2 & 3 to enable further differentiation. We have begun talks with teachers in Indonesia on connecting with primary students there and have been trialling some superior video conferencing technology to use for this purpose.

We will continue our literacy focus, planning to create Indonesian readers aligned with the KLA content material delivered by bilingual teachers.

We are changing our Science KLA focus to Geography and Mathematics, continuing with PDHPE and Creative Arts,

To an employ a native speaker teaching assistant, to become a valuable member of our expert teaching team, to lead and learn through the communication platform ZOOM, to support student and staff learning of new technologies in virtual classroom communications. Initially globally with an Indonesian school and locally with parents and other local school by Term 3.

We will continue communication with the Macksville High School Indonesian teacher and executive staff member to foster support for learning pathways at their school to support our cohort of bilingual students at secondary education in 2018.



Strategic Direction 3

School Community Partnerships

Purpose

Scotts Head Public School is actively seeking ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Overall summary of progress

Our commitment to our students, parents and members of the community is that our school is a teaching and learning environment which enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way our school, in partnership with parents and carers, will equip children and young people to be active and positive contributors to the society in which they live.

Our student wellbeing is being enhanced constantly, as our school connects with and draws on the expertise, contribution and support of our kind community groups. These groups consist of: our caring and dedicated staff; our volunteers that come in and help around the school, in the garden, in the library, with reading and in the office; the Surf Safety Program with the local Surf Club; the Supported Playgroup through Lifetime Connect and TAFE with vocational employment skills offered to the youth of the valley. Community engagement maximises how students connect, succeed and thrive. Congratulations and a huge heartfelt thank you to all the members of the village, we are making a difference.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school identifies potential community partners on the basis of their capacity to contribute to student learning opportunities and establishes these links.	<ul style="list-style-type: none">• Intergeren – outstanding activities provided by our talented seniors under the guidance of our tireless leader Angie Evans.• Uncle Richies weekly Sports and Wellbeing program.• The WAVES Program offered through local Macksville–Scotts Heads Surf Lifesaving Club, which was nominated to a State final.• Lifetime Connect – providing staff for a supported playgroup where up to 18 children and their families access our lovely facility. Next year in 2017 a new program called Little Whales will begin which will be a transition to school program for students enrolling in school in 2018.• TAFE and the infrastructure it is providing in gaining a deep understanding of Aboriginal lore, culture and language through the 8 ways of Knowing. The school has been recognised as one of 15 schools in NSW Local School Local Decisions to be featured on their website for our successful and innovative Community Engagement Partnerships.	Guunumba Gumbaynggirr Nyarri Gu – To Learn Gumbaynggirr Life with Local Mark Flanders
The school's partnerships are sustainable and have become an accepted part of the culture of the school community.	An Aboriginal Elder from the Muurrbay Aboriginal Language and Culture Co-operative has been invaluable in guiding projects in consultation with the school. A School Learning Support Officer, who works part-time at the school and is a trainee language teacher, provides Gumbaynggirr language lessons for interested students. Additional support is provided weekly by the local Sports and Wellbeing facilitator, who is a local Aboriginal Elder.	Gumbaynggirr Language class once a week Education Week—Opening of the Bush Tucker Track and NAIDOC Celebrations Opening of the Serpent Wall
Evidence of improved communication with parents and	The Paddock to Plate Garden Program was initially funded through a Stephanie Alexander Kitchen	Spring Fair

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
community members.	<p>Garden Foundation. It provides opportunities for students to learn about sustainability and healthy living. Currently community members assist the staff and students in maintaining the gardens, chickens and worms, harvesting and utilising the produce. Activities are designed around the curriculum to integrate learning from the garden.</p> <p>Community members are involved via working bees including garden maintenance.</p>	Employment of environmental teacher, one day a week to support and implement aquaponics program \$17,816.76.

Next Steps

Our focus is to continue building stronger links with local elders, communities and schools, bringing a greater understanding of local Indigenous culture, historical perspectives and knowledge systems. To provide learning spaces that reflect the Aboriginal cultural through the 8 Ways of Knowing learning spaces along the pathway. This will show all who use the pathway the importance and vibrancy of Aboriginal culture, animals and plants specific to this area, experiencing the Gumbaynggirr Bush Tucker Track.

A combined Research program is planned with Southern Cross University in Term 4 2018 to develop, implement and evaluate a STEM program. 'A STEM in the Garden' will be a Stage 3 project that will enhance students' Science, Technology and Mathematic outcomes through project based learning. This unique pilot project draws on design led innovation. This approach will build capability in teaching and learning to address food sustainability in rural and remote school communities. The project will expose the participants to authentic cross-cultural food innovation learning experiences with purposely grown foods and foods native to Australia (Bush Tucker).

Other School coming for excursions, to experience our student led tours through The Gumbaynggirr Cultural and Leisure Track, which is a learning resource that promotes biodiversity values through the 'accessible' concept of bush tucker/medicinal plants

To continue the Dreaming story mural to include the story of the two sisters, with as much elder support that is possible.

The students through art, bush tucker track tours and elders from the local, will develop a seasonal calendar as a way of learning that draws together the research describing Aboriginal education. This will be localised and connected to real-life purposes and contexts.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Gurruuja – the whale – is a beloved ancestor of the Aboriginal people. He is associated with the elements of fire, earth energy, wind, water, the sun, the moon & the rainbow (which links them all). In most coastal tribal stories the whale arrives from his ancestral home in the Milky Way bringing other creatures with him, shaping the land & leaving a trail of musical notes. This powerful story is now depicted here at Scotts Head Public School through the Gurruuja Mural. There were many enthusiastic, dedicated helpers from Kindergarten to Year 6 which makes the mural an incredible artwork.</p> <p>A special acknowledgement must go to the traditional custodians of this area the Gumbaynggirr people, especially Aunty Shaa Smith – whose help & guidance were crucial to this project.</p>	\$8,954.08
Low level adjustment for disability	<p>This year we implemented our WAVES (Wellbeing, Awareness, Versatility, Environmental and Surfing) Program, which received two community awards "Initiative of the Year " and "Community Education" through the Surf Life Saving NSW Awards.</p> <p>This Surf Safety Pilot Program was offered to all students through the partnership, powerful mentorship and kindness of the branch volunteers of the local Macksville–Scotts Head Surf Lifesaving Club. These challenging experiences outdoors impacted powerfully upon our young students' moral development. Building self–confidence and self–esteem skills, which is fundamental to any young person's development.</p>	\$6,710.00
Quality Teaching, Successful Students (QTSS)	Through a culture of coaching and mentoring, teachers continued to improve their skills and confidence to provide effective feedback on student performances, with a greater understanding on the positive impact on visible learning (research of Hattie), improving literacy outcomes for specific students, with at least a 15% measurable improvement across a range of skills	Staffing allocation
Socio–economic background	<p>STEM</p> <p>Our innovative program for 2016 was Science, Technology, Engineering and Maths (STEM) learning, which enabled students to build confidence, ability and skills using project and inquiry based learning strategies. STEM thinking is vital to learn in today's technological world as more companies and employers require STEM to help solve real world problems through the use of robotics. With this entrepreneurship our students were exposed to a raft of national curriculum essentials. These included such</p>	\$6,703.80

Socio-economic background	fundamentals as literacy, numeracy, ICT capacity, critical and creative thinking, personal and social capacity and intercultural understanding.	\$6,703.80
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Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	59	60	47	49
Girls	30	39	36	33

10% of our staff are aboriginal identified.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	91.7	93.2	94.8
1	93	92.4	93.5	95
2	92.8	90.5	92.7	93.3
3	93.6	92.2	95.1	95.5
4	92.4	96	94.9	93.7
5	93.2	89.9	96	92.3
6	92.8	91	91	94.6
All Years	93.4	91.9	93.8	94.2
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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

Teacher professional learning that was covered in 2016:

- Art of Leadership
- Positive Partnerships
- Stephanie Alexander Training
- Learning and Support Network
- Non– Violent Intervention
- Certificate 1 and 2 Gumbaynggirr Language
- Gumbaynggirr Teacher Language Training
- Royal Far West Outreach Occupational Therapy Interventions
- Tony Ryan –Students and Technology in the 21st century
- IT Technology Network days
- Regional STEM network
- Learning Innovation Conference
- Introducing Golf
- CLASP– Indonesian Language Workshop Follow Up
- Bilingual Language Symposium
- Bronze Medallion Surf Lifesaving annual proficiency

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.94
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	65 523.10
Global funds	88 958.10
Tied funds	160 907.23
School & community sources	53 009.44
Interest	2 945.90
Trust receipts	8 376.65
Canteen	0.00
Total income	379 720.42
Expenditure	
Teaching & learning	
Key learning areas	12 989.75
Excursions	24 255.99
Extracurricular dissections	19 975.83
Library	165.00
Training & development	151.65
Tied funds	155 227.99
Short term relief	19 976.12
Administration & office	27 601.19
School-operated canteen	0.00
Utilities	13 670.97
Maintenance	6 468.75
Trust accounts	8 695.56
Capital programs	2 482.68
Total expenditure	291 661.48
Balance carried forward	88 058.94

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

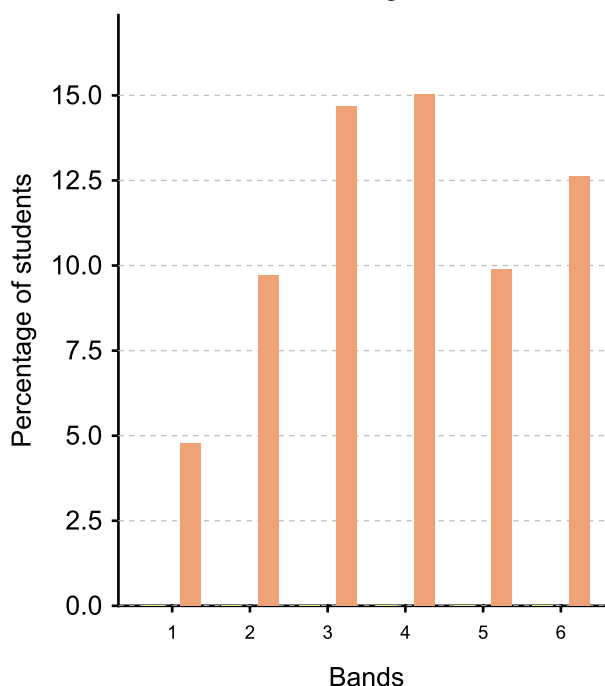
NAPLAN

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.

Year 3 students continue to make solid progress in Reading, Writing and Grammar and Punctuation. The Year 3 Spelling is a focus for the school. Year 5

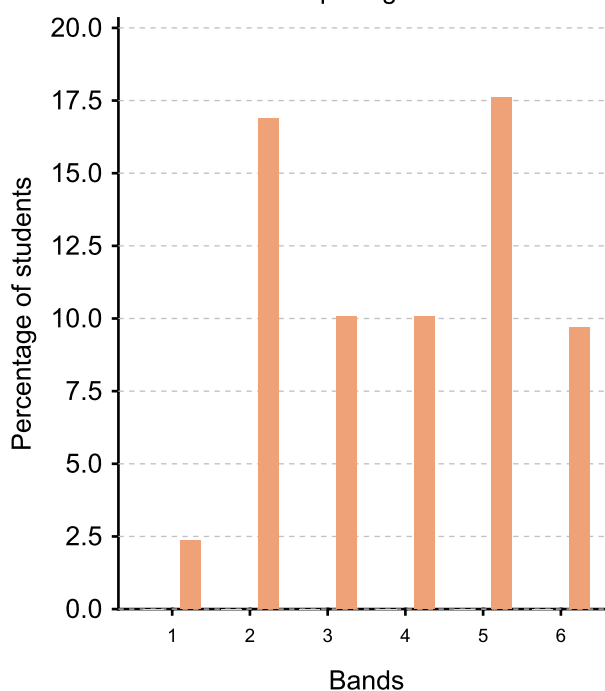
achievement in Reading was outstanding with all students expected growth scaled at 155.5, compared to the state average of 80.1. Future goals for the school is to focus on moving Year 3 and Year 5 students into the top two bands at Scotts Head Public School as it is currently over represented in middle bands in Reading.

Percentage in bands:
Year 3 Reading



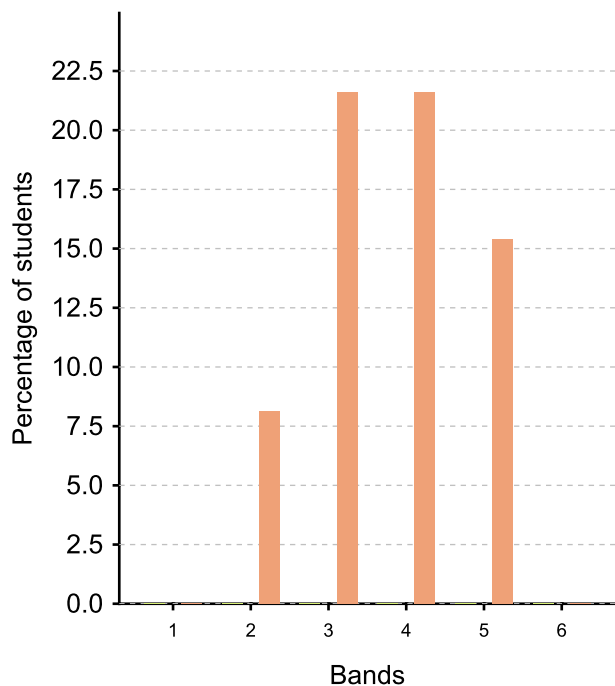
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



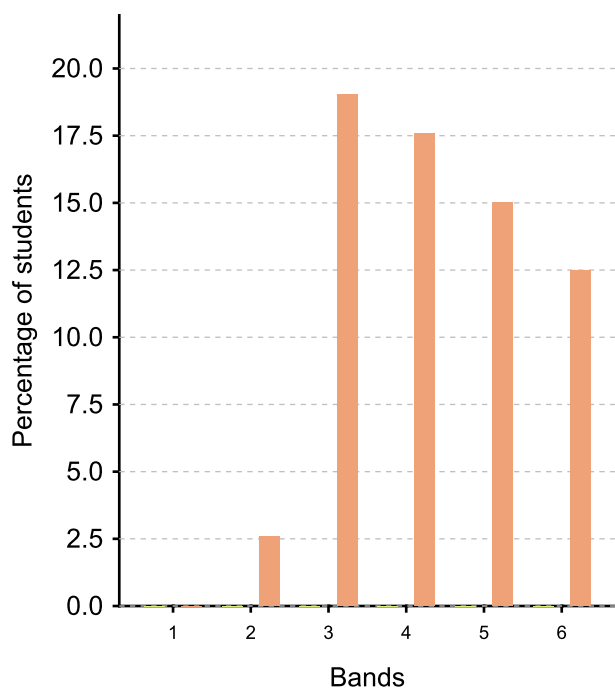
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation

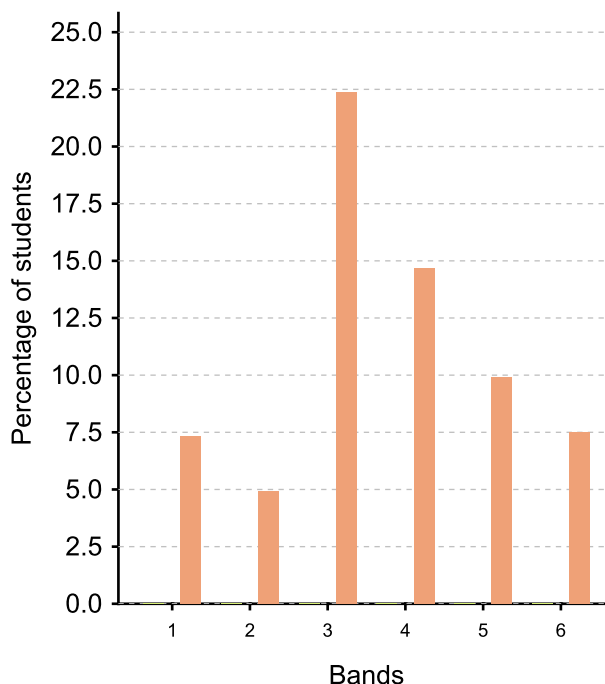


Percentage in Bands
School Average 2014-2016

Year 3 achievement in Numeracy was a highlight of the 2016 NAPLAN results, with students achieving well above State and NSW Department of Education average. Year 5 achievement in Numeracy will be a focus in our future planning. Future goals for the school is to focus on moving Year 3 and Year 5 students into the top two bands at Scotts Head Public School as it is currently over represented in middle bands in

Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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.



Parent/caregiver, student, teacher satisfaction

Feedback Re: Surf Program

It is evident that parents believe that the Surf Program was very beneficial for their children and the other students of SHPS.

One parent stated that "this is something that should have been done years ago. It's great to see our beautiful beaches and awesome facilities utilised to

help our kids learn new skills”.

Another claimed that they have also seen the benefits when it came to their child’s confidence around the water. She explained that the program was “such an amazing thing for the school and believes it is something that HAS to continue as its teaching the kids so many life skills”.

One parent went on to say that they think that “it was so successful that even their two children (who are already good surfers) took some important lessons away from the program and further improved their confidence”.



Policy requirements

Aboriginal education

The original concept for the Gumbaynggirr Pathways to Learning Project – Bush Tucker Track was initiated through conversations with members of the local Aboriginal community. The project involved a range of community groups. Local Elders provided knowledge of flora and fauna and edible and medicinal plants. TAFE students assisted with building and construction. Scotts Head Public School students were involved in designing, creating signs and planting and continue to act as guides to show visitors and students from other schools along the track. Weeds and edible plants were identified and labelled in Gumbaynggirr, the local Aboriginal language. Community Service workers and Work for the Dole participants and volunteers continue to assist in the maintenance of the area.

The school staff and TAFE students had professional development to gain a deeper understanding of the 8 Ways of Learning Aboriginal pedagogy. The school began to adopt the 8 Ways which became an important focus area for the school. The pedagogy came from a research project involving Department of Education staff, James Cook University’s School of Indigenous Studies and the Western New South Wales Regional Aboriginal Education Team. It is comprised of eight interconnected pedagogies including narrative, visualised learning, hands on techniques, land-based learning and connecting with the community. The TAFE class collaboration was formed for the students to design and build learning spaces to reflect the 8 Ways.

The principal and the local TAFE head teacher identified a mutual need. The school needed labour to establish the circle and TAFE had identified disengaged students who needed an authentic project that they felt

was meaningful and their work would be valued. The first learning space of 8 Ways was the Yarning Circle, which supports Story Sharing and the narrative elements of learning. The success of the initial project then led to the construction of the Rainbow Serpent Learning Wall, which represents the Land Links, where learning can occur from land and nature through experiencing the world.

The concepts of both the Yarning Circle and the Rainbow Serpent Learning Wall were initiated by the local Aboriginal community and the planning and construction were made possible through collaboration with the school, TAFE and the local Aboriginal Elders. The Yarning Circle and the Rainbow Serpent Wall are utilised by the community as meeting places and by the students as learning spaces.

The TAFE students constructed the third physical 8 Ways resource of a Raised Sandpit, a Non Linear area, where two different pathways of the track meet, reflecting different cultural viewpoints that can be put together to create new ideas. The current construction of a fourth area is the Seasonal Classroom which reflects Community Links where community activities support group collaboration and exploration.



Multicultural and anti-racism education

At Scotts Head Public School we embrace a number of cultures. The local Aboriginal culture and Bahasa Indonesia play an integral part of our school environment.

The Lifelong Learning Cultural Centre is a multipurpose area in the school grounds which is utilised for community events, AECG meetings, the Interger club, playgroup, arts and crafts groups and the TAFE students when they are on site. Community members are encouraged to use it as a meeting place.

The school was involved with the Australia–Asia BRIDGE Project to continue to increase knowledge and understanding between Australia and Asia through school–to–school partnerships that link students, teachers and school communities across the region. The school partnerships are fostered through physical exchange, professional learning (ICT, cross–cultural understanding, etc) and online engagement.

As part of this initiative Indonesian Independence Day 2016 (17/8) was celebrated at school. Students dressed in merah putih (red and white), ate durian, played Indonesian games and did Lomba Makan Kerupuk (Kerupuk eating contest), incidentally raising money for their adopted orangutan ('Bunga').

In June, an Indonesian performance artist, Ade Suharto visited the school to work with Year 5/6 on their CLASP creative arts unit. CLASP (Culture, language, arts in schools project) involved 3 Indonesian artists working with Indonesian and Creative Arts teachers over 2016, to create teaching programs based on each artist's work (music, visual arts and dance).

In March a dance incursion by Bang and Alfira from Suara Indonesia Dance treated students to a performance of dances and interactive songs from throughout Indonesia, followed by individual workshops for each class. Indonesian language was mostly used during the performances and students demonstrated great language skills in understanding and responding. Suara Indonesia has delivered workshops to SHPS school since 2005.

Students achieve fantastic results in the Kompetisi Siswa

In the last term, students in Kindy, Years 1/2 and Years

5/6 entered 'Kompetisi Siswa'. The 'Kompetisi Siswa' is an annual Indonesian writing competition for NSW schools, sponsored by the Australia Indonesia Association of NSW (AIA NSW) in conjunction with the Modern Languages Teachers Association of NSW (MLTA NSW) and the Indonesian Consulate, Sydney.

The competition is open to all students of Indonesian in NSW, from Kindergarten to Year 10. Each Stage is given a different topic and format for submitting entries. The competition is judged by Members of the Australia–Indonesia Association of NSW, along with the MLTA of NSW and the Indonesian Consulate, including Bapak Yayan Mulyana, the Indonesian Consul–General and his wife, Ibu Irene Mulyana. Our awesome students have once again shone like the superstars that they are!

Early Stage 1 – 2nd Place : Emi Evans ('Ini Teman Saya' – This is my friend)

Stage 1 – 1st Place: Tegan Evans ('Ini Keluarga Saya' – This is my family)

Stage 1 – 2nd Place: Senita Balfour ('Ini Keluarga Saya' – This is my family)

Stage 3 – Equal 1st Place: Henry Peachman ('Kenalkan, Ini Keluarga Saya' – Introducing my family)

Stage 3 – Equal 1st Place: Jack Peachman ('Kenalkan, Ini Keluarga Saya' – Introducing my family)

Stage 3 – 2nd Place: Zach Pacey ('Kenalkan, Ini Keluarga Saya' – Introducing my family)

Congratulations to the winners from each category, who will each be receiving a prize generously donated by the Australia–Indonesia Association of NSW.

Other school programs

Student Leadership

In its most traditional form, student leadership in schools provided opportunities for a small group of senior students to play roles that were usually ceremonial in nature. Our school offers a much broader range of experiences for a larger group of students under the umbrella of student leadership, building the understandings and skills of leadership through the total curriculum and the many varied activities of school life.

In this way students develop their individual capacity to lead and influence others in a responsible manner. Student leadership activities link strongly with learning about citizenship and the processes involved in a democracy. They can assist all students to learn about and exercise their rights and responsibilities of participating in a community, which values social justice. A new initiative in 2016 was the Year 6 leadership team taking part in Quest Training at South West Rocks.

Student Representative Council (SRC)

Our SRC Representatives for 2016 were elected as follows:

President	Wulaaran Walker
Vice President	Jalaara Walker
Secretary	Jamie Fox–Morrison
Treasurer	Henry Peachman
Media	Persia Raines
Publicity	India Stephens
Year 1/2	Freya Korn–Dainty, Tegan Evans, Urukhai Vallance, Jake Hanham.
Year 3/4	Jalaara Walker, Nina Lawson, Joel Conway, Kobi Evans.

The SRC organised many activities and fundraising events throughout the year.

Kindergarten Orientation Program

For children, the transition from home or preschool to kindergarten means adapting to new people, different situations and surroundings and learning a whole new set of rules and school values expectations. When children begin school, they draw from previously learned skills and behaviours to help them adjust to a different environment. At Scotts Head Public School staff and the Year 5 “Big Buddies” of the new Kinder students, see it as our responsibility to try and reduce the differences and enhance the similarities between environments so that children are able to make a smooth and successful transition.

Families and communities also play an integral role in the orientation program. Learning starts at home and parents are and always will be their child’s first teacher.

At our Parent Information Session we ensure that families are aware of the school routines, policies, expectations and guidelines to ensure that they are preparing their children at home for the changes they are about to embark on.

The Kinder Orientation Program this year involved parents attending an information session and children attending four sessions at school. At these sessions, children participated in many activities with their buddies including an obstacle course, collecting eggs from our school chickens, a picnic at the park and a cooking class where they made blueberry muffins.

Every new Kinder student is presented with their own, personalised Orientation Book which includes visuals that outline everything they need to know about going to big school.

Intergen Club

The Intergen Club, an initiative suggested by the Scotts Head Community Group (SHCG) is an intergenerational club where students, parents and retirees from the local community meet once a week to share skills. Students may assist grandparents with technology while the community members provide workshops in sewing, woodwork, knitting and arts and crafts. Parent volunteers are also involved and have provided workshops in bush survival skills, cooking and jewellery making. A small seeding grant from the local post office was used to set up the club which continues to provide extra curricula activities for students and elderly members of the community with the philosophy of valuing lifelong learning.

Sport

Throughout the year students were afforded many sporting opportunities. Our students were given the opportunity to participate in swimming, cross country and athletic carnivals at school, district, zone and regional levels. Students were also given the opportunity to participate in soccer and cricket gala days.

Our school was successful in gaining a grant under Australian Government’s ‘Sporting Schools’ program, providing funding for physical activities that are community-based during school hours. Due to the grant and school funding, the program was free for students. This is designed to complement our PDHPE curricula by providing extra opportunities to get children active, engaged and learning about the importance of a lifelong love of sport within the school community environment. Participation in sport at a young age is critical to help children develop a deep connection to sport and a lifelong commitment to a healthy, active lifestyle. Sporting Schools is all about nurturing children’s love of sport and encouraging them to have fun and to participate not only to be physically active, but socially active as well.

Cross Country Results 2016

8–9yr Girls – 1st Tegan Evans, 2nd Elkie Werner, 3rd Nina Lawson

8–9yr Boys – 1st Gypsy Presser–King , 2nd Joel Conway, 3rd Urukhai Vallance

10yr Girls – 1st Kasimir Vallance, 2nd Jalaara Walker, 3rd Grace Hill

10yr Boys – 1st Kieran O’Donnell, 2nd Callum Wicks, 3rd Zach Pacey

11yr Girls – 1st Libby Carter

11yr Boys – 1st Ethan Jones, 2nd Jonah Werner, 3rd Jewels Presser–King

12–13yr Girls – 1st Persia Raines, 2nd India Stephens,
3rd Wulaaran Walker

12–13yr Boys – 1st Henry Peachman , 2nd Finlay
Lamont, 3rd Toby Hill

Athletics – Individual Champions 2016

Boys Minors 5/6/7 – Santai Servais, runner up – Ma'lu
Bartley & Cobie Watson

Girls Minors 5/6/7 – Mirranya Walker, runner-up –
Matilda Parkhouse & Freya Korn Dainty

Boys Juniors 8/9/10 – Zach Pacey & Kobi Evans,
runner-up – Kieran O'Donnell

Girls Juniors 8/9/10 – Jalaara Walker, runner-up –
Elkie Werner & Kasimir Vallance

Boys 11's – Jonah Werner, runner-up – Ethan Jones

Girls 11's –

Boys Seniors 12/13 – Henry Peachman, runner-up –
Finlay Lamont

Girls Seniors 12/13 – Wulaaran Walker, runner-up –
India Stephens

Swimming Carnival Individual Champions 2016

Junior Girls— Imogen Lamont, runner-up Grace Hill

Junior Boys— Callum Wicks, runner-up Gypsy
Presser–King

Senior Girls— Wulaaran Walker, runner-up India
Stephens

Senior Boys— Finlay Lamont, runner-up Henry
Peachman