

Fern Bay Public School

Annual Report



2016



3996

Introduction

The Annual Report for **2016** is provided to the community of **Fern 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.

Drew Janetzki

Principal

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Message from the Principal

It was a privilege to lead Fern Bay PS in 2016 in my first full year as your school Principal where we celebrated many firsts and implemented many positive changes. Our 2016 Reflections video on our YouTube Channel show the year we have had and all of the milestones achieved. The saying of "A picture says a thousand words" is so true and is our evidence against all of our milestones and achievements. If you have a spare 11 minutes we have summarised our 2016 year journey. #changeatfernbayps <https://www.youtube.com/watch?v=XXT9dLSEyhM&t=32s>

My leadership style is to constantly seek improvement and performance and I do this through the Simon Sinek Model that is all based around the Why? A basic question is why are we doing this? This is followed with how can we improve or do this? This is followed by what does that look like? This model allows everyone to think and reflect on our practice all of the time. This Sinek Model is what the Department of Education have used to implement change across our entire organisation.

What is it about the word 'change' that drives fear into the hearts of many? For some, change can be as simple as the fear of the unknown, others are worrying that 'change is for change sake' and some are concerned that you don't need to fix what isn't broken. Undoubtedly, the world is built on the process of change. Change is uncomfortable, it literally takes us out of our comfort zone and forces us to try something new. However, without change in our world, we wouldn't have so many luxuries that we now consider commonplace; travel, food, technology, even nature is focused on change, growth and expansion.

Change in schools is often necessitated through unavoidable situations including staff turn-over, community involvement, mandated curriculum development, student numbers just to name a few on a very long list of reasons. In turn, schools may embrace change to improve certain aspects of the school that has been noted to be underdeveloped. To facilitate change and drive teacher and school improvement, the Department of Education has developed a set of frameworks for teachers; the Performance Development Framework (PDF) and schools; the School Excellence Framework. The PDF is align to the National Teaching Standards and Principal Standards, a framework for teachers at all levels to develop their skills. The School Excellence Framework underpins the process of External Validation. Schools now need to show evidence of growth and teacher impact in monitoring processes to drive school improvement. Schools must embrace change .

My colleagues remind me... we must 'sit with that uncomfortable feeling'= change. The evidence shows that our changes have had an impact to our students learning. Starting in 2017 our school numbers will be the highest amount of actuals ever which is exciting and all of our students are 100% local. It is an exciting time to be leading such a great school which would be now one of the highest percentage growing schools in NSW from 2016–2017. (As a proportionate we will be increasing 178% in actuals from the 2016 enrolment figures) We cannot wait for 2017!

School background

School vision statement

Maintain our culture of care, respect and enrichment. We promote excellence and equity by ensuring all students become successful learners, confident and creative individuals and active and informed citizens. The Melbourne Declaration Promotion of equity and excellence 'Our students become successful learners, confident and creative individuals and active/informed citizens' (per: Melbourne Declaration, 2008) This reform reflects the focus group discussions of staff and community around the new planning process 2015–2017.

School context

Fern Bay Public School is in the Hunter Central Coast Region and is part of Newcastle Learning Community. The school is situated north of Newcastle with the mouth of the Hunter River on our western side and the Pacific Ocean on our eastern side. Fern Bay Public School is a small primary school with an enrolment of 36 students (24 families), divided into 2 multigrade classes. Boys comprise up to 55% of the student population and girls 45%. 13% of the students identify as Aboriginal. Fern Bay Public School is a quality school where all students are encouraged to reach their full potential. Dedicated, committed and talented staff offer quality teaching and learning opportunities in a safe, caring and friendly environment and develop the individual talents, interests and abilities of all students. A varied curriculum with strong foundations in literacy and numeracy is offered, recognising student achievement in academic, cultural, sporting, school and community services. The school fosters the values of respect, tolerance and responsibility, integrity, fairness and excellence as well as those of co-operation, high standards and social justice. Fair and consistent student welfare and discipline is a focus. School and community relationships are working towards building and maintaining true partnerships. The school often provides support for parents who need to access outside agencies or other government departments. The school strategic directions were identified through national and school based testing programs and other data collections at school and wider school community level. Also included was attendance data, suspension data and benchmarking. Opportunities, new directions, strengths and areas for improvement were determined. Over the next 3 years, literacy, numeracy, quality teaching, leadership and school values and culture will be our strategic directions utilising staff and financial enhancements.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools

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.

Our whole school staff reviewed the domains of Learning, Teaching, and Leading at every staff Development Day in 2016 to review our current practices in pursuit of excellence.

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>

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Strategic Direction 1

Develop challenging, engaging and inclusive curriculum

Purpose

To improve students learning experiences that result in development of students' abilities to think critically, creatively and ethically and who are literate, numerate and socially, environmentally and culturally aware.

Overall summary of progress

2016 showed a great progress on our Strategic Direction 1 which was to develop challenging, engaging and inclusive curriculum.

Our purpose continues to focus upon and to actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities. This assists them to develop as both learners and leaders, in turn instilling in them our key values of respectful, responsible citizenship, as well as promoting their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well being.

Throughout 2016, we changed our school culture and well being practices using Positive Behaviour For Learning (PBL) as well as the School Well Being Framework to ensure our practices were matched against Strategic Direction 1– Developing challenging, engaging and inclusive curriculum.

We challenged and engaged our students and community to align their values with our PBL values which were Respect, Responsibility and Inclusive Behaviour. PBL and the School Well Being Framework drove our changes and effectively ensured we achieved our milestones and expectations.

Our teachers provided quality teaching and learning experiences inside and outside the classroom through the delivery of a rich curriculum that met the needs of every student. Our parents/carers/community to engagement was at the highest level ever due to many new programs being introduced including Peer support, Daily 5, L3, Sport in Schools, Environmental gardening, Mindfulness, Aboriginal programs, Raw Art, coding, Chinese lessons, excursions as well as our first ever Exhibition night which had over 90% parent and student attendance and involvement.

In 2016 Strategic Direction 1 (SD1) Milestones were achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase of students achieving at a certain level on external testing. (School Plan 2015–2017)	Achieved.	RAM funding integrated throughout entirety of school plan.
50% increase of students, staff and parents who actively engage in, or achieve learning expectations. (School Plan 2015–2017)	Achieved	RAM funding integrated throughout entirety of school plan.
10% increase of students attaining the school's expectations for success as students make the transition from Year 6 to Year 7. (School Plan 2015–2017)	Achieved	RAM funding integrated throughout entirety of school plan.
10% increase of parent feedback showing the success of the school's educational programs K–6. (School Plan 2015–2017)	Achieved.	RAM funding integrated throughout entirety of school plan.
10% increase in Aboriginal students gaining	Achieved	Equity Aboriginal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
success. (School Plan 2015–2017)	Achieved	

Next Steps

Our next steps:

- Continue to review existing extra curricula activities for breadth and depth.
- Continue to develop students who are independent and successful individuals with the PBL .
- Continue to create opportunities for our students in all Key Learning Areas.
- Focus on professional learning aligned to research and educational pedagogy.
- Our next steps in 2017 are to evaluate our impact and reflect on our current practice through data analysis as well as using evidence based research.
- In 2017 we will use a variety of tracking mechanisms within our 2017 milestones to set and track our progress.
- Review and set a new School Plan for 2018 to 2020.

Strategic Direction 2

Promote quality teaching leadership

Purpose

To build the capacity of teachers to deliver quality educational programs through the implementation of teaching, learning and leadership initiatives.

Overall summary of progress

2016 showed a great progress on our Strategic Direction 2 which was to promote quality teaching leadership.

- Our staff continued to design, develop and implement differentiated learning programs that reflect Syllabus expectations and the needs of students of the 21st Century.
- Our parents /carers engaged in their child's education by accepting invitations to work with the school to improve learning outcomes for students as a whole through home learning, focus groups, fundraising activities and interviews.
- 2016 Strategic Direction 2 (SD2) Milestones achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of policies and practices are research driven, which describe, develop and evaluate teacher; school leader; and school capacity. (2015–2017 School Plan)	Achieved and ongoing using School Excellence Framework.	RAM funding integrated throughout entirety of school plan. Part of QTSS staffing (2016= 0.05)
100% quality professional learning aligned to school learning goals, system requirements and professional career aspirations of staff. (2015–2017 School Plan)	Achieved and ongoing using School Excellence Framework.	RAM funding integrated throughout entirety of school plan.

Next Steps

Our next steps:

- Review and set a new School Plan for 2018 to 2020
- Continue to develop all staff understanding of quality pedagogy as it relates to new syllabus and 21st Century learning.
- Continue to build staff capacity to collaboratively program from syllabus documents for the benefit of all children.

Strategic Direction 3

Foster a dynamic educational community cultures

Purpose

To build strong relationships as a learning community by leading, encouraging and supporting a culture of collaboration, engaged communication, empowered leadership, improved organisational practices and operations.

Overall summary of progress

- 2016 showed a great progress on our Strategic Direction 3 which was to foster a dynamic educational community cultures.
- Throughout 2016, our students continued to relate well to others and made informed decisions about their lives. They acknowledged that common values exist across the whole school community and together they work for the common good of all members of this community. They made connections with local, regional and global events as informed citizens.
- Our parents/carers continued to develop their role in the teamwork of their children's education. They acted with ethical integrity relating to their interaction with school.
- 2016 Strategic Direction 3 (SD3) Milestones were achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased proportion of students participating in innovative teaching and learning programs that incorporate interactive learning technologies to promote active home and school learning partnerships:	Achieved and ongoing using School Excellence Framework to improve practice.	RAM funding integrated throughout entirety of school plan.
Increased number of students, staff and parents who actively engage in and support the school's educational priorities through online community partnerships and learning opportunities.	Achieved and ongoing using School Excellence Framework to improve practice. Enrolment numbers are almost projected to double in 2017 from 2016.	RAM funding integrated throughout entirety of school plan.
30% increase of students pioneering 21C learning technologies to engage in and attain expected educational learning outcomes K-12.	Achieved and ongoing using School Excellence Framework to improve practice. Using Science and Technology Syllabus to implement 21C learning technology skills.	RAM funding integrated throughout entirety of school plan.
Increased number of staff, students and parents collaborating through online platforms to:- Improve learning outcomes- Promote home / school learning partnerships- Support personalised and flexible modes of learning delivery.	Achieved and ongoing using School Excellence Framework to improve practice. Introduction of online programs including Class Dojo, Athletics, Reading Eggs. School nows uses Facebook, Twitter, Instagram, YouTube and SMS Tech to engage with the wider community.	RAM funding integrated throughout entirety of school plan.
Increase number of students, staff and parents meaningfully connecting with student wellbeing programs in the school.	Achieved and ongoing using School Excellence Framework to improve practice as well as the School Well Being Framework.	RAM funding integrated throughout entirety of school plan.

Our next steps:

- Review and set a new School Plan for 2018 to 2020.
- Continue to build extra curricula programs and create opportunities to ensure maximum benefit to students and use of available time.
- Enable the community to articulate our shared vision to build pride in our school.
- Seek active participation from our Aboriginal community in the education of their own children and the wider community of children
- Continue to build a community that assumes shared responsibility for ongoing growth and success in our school via greater engagement with their child's learning.
- Evaluate our impact and reflect on our current practice through data analysis as well as using evidence based research. In 2017 we will use a variety of tracking mechanisms within our 2017 milestones to set and track our progress.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Didge & dance group linked with Newcastle High School.</p> <p>Worimi elder and Worimi National Parks educating our students through several visits.</p> <p>First ever visit to Murook Centre and Sand dunes which is the local Aboriginal education site for the Worimi people.</p> <p>Ongoing promotion of indigenous culture through the Exhibition night and Indigenous Literacy day..</p>	4,483.30
English language proficiency	Ongoing support and IEP. English is now clearly articulated with both of our ESL students. A real highlight was seeing our Year 5 ESL student being successfully voted in as our school captain for 2017!	3,592.73
Low level adjustment for disability	Establishment of PBL and welfare systems across the school. Respect, Responsibility and Inclusiveness is common language used across the school.	11,415.09
Socio-economic background	Students received the most amount of excursions and hands on experiences in 2016. A real highlight was the Senior excursion to Bathurst which is the first excursion our students have experienced in many years.	2,967.01
Support for beginning teachers	<p>Changing practice and pedagogy including successful implementation of Daily 5 pedagogy, L3, observations at other schools.</p> <p>Extra day support in job share allowed for consistent mentoring and improving practice which had a major impact across the school.</p> <p>Beginning Teacher has achieved their Accreditation.</p>	12,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	19	19	18	18
Girls	12	19	17	16

In 2016 we had the highest amount of Kindergarten students enrolled at Fern Bay PS. We believe this trend will continue every year due to our changing school practices as well as an expanding new esate which is zoned to our school.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	91.8	95.8	96.2
1	98.3	93.2	89.3	99.3
2	95.4	94	91.9	88.2
3	98.1	94.3	99.6	91.4
4	97.8	93.5	93.5	92.5
5	95.5	92.4	94.9	89.9
6	91.4	88.7	98.9	88.5
All Years	94.9	92.3	94.1	92
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 ensure to follow the non-attendance procedures that are with the NSW Department of Education School Attendance Policy.

This Policy can be viewed at:

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff were trained in the mandatory requirements including Child Protection, Working With Children, and Work Health and Safety Policy Policies.

Our staff also reviewed how we implement and use the Protecting and Supporting Children and Young People's Policy and Working With Children Policy with specific evidence.

Our main Professional Learning included reveiwing the School Excellence Framework, School Well Being Framework, Positive Behaviour for Learning, Daily 5 Literacy, Literacy and Numeracy Continuum implementation through PLAN.

We had one staff member who was seeking accreditation and beginning teacher funding was allocated to achieve this goal.

All staff used the PDP (Performance and Development Plan) and set three goals against the School Plan to improve their performance. All staff participated in peer to peer teaching observations including from other schools to improve and reflect on their teaching or leadership practice against the Australian Professional Teaching Standards and the Australian Professional Standard for Principals.

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	47 658.37
Global funds	39 760.74
Tied funds	12 244.87
School & community sources	16 551.83
Interest	553.84
Trust receipts	161.00
Canteen	0.00
Total income	116 930.65
Expenditure	
Teaching & learning	
Key learning areas	8 169.51
Excursions	1 497.88
Extracurricular dissections	2 278.11
Library	236.96
Training & development	383.40
Tied funds	10 826.58
Short term relief	6 576.26
Administration & office	28 075.78
School-operated canteen	0.00
Utilities	3 796.84
Maintenance	4 005.49
Trust accounts	161.00
Capital programs	9 280.00
Total expenditure	75 287.81
Balance carried forward	41 642.84

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	109 734.91
(2a) Appropriation	91 780.73
(2b) Sale of Goods and Services	1 869.31
(2c) Grants and Contributions	15 894.02
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	190.85
Expenses	-78 125.42
Recurrent Expenses	-70 193.42
(3a) Employee Related	-37 215.79
(3b) Operating Expenses	-32 977.63
Capital Expenses	-7 932.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-7 932.00
SURPLUS / DEFICIT FOR THE YEAR	31 609.49
Balance Carried Forward	31 609.49

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.

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	402 698.27
Base Per Capita	1 908.95
Base Location	0.00
Other Base	400 789.32
Equity Total	22 458.13
Equity Aboriginal	4 483.30
Equity Socio economic	2 967.01
Equity Language	3 592.73
Equity Disability	11 415.09
Targeted Total	2 380.01
Other Total	1 027.21
Grand Total	428 563.61

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.

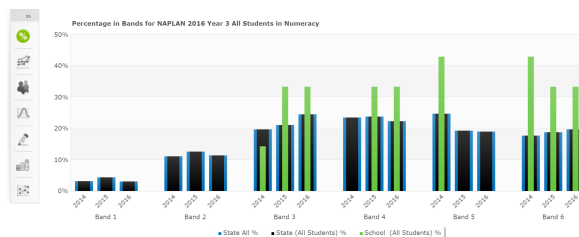
Despite the small sample there are some excellent results in our Year 3 reading data. Our school will be adopting a whole school K-6 approach to literacy pedagogy in 2017.

Despite the small sample there are some excellent results in our Year 3 numeracy data. This NAPLAN data identified numeracy growth in the middle years as an identified focus for 2017.

The My School website provides detailed information and data for the national literacy and numeracy testing. Click on <https://www.myschool.edu.au/> and insert Fern Bay Public School in the Find a school and select GO to access the school data. Please note due to the small size of the school data may vary easily fluctuate year to year.

The NSW Government wants every child's education to give them the opportunity to reach their full potential, no matter what their circumstances. Fern Bay PS is

committed to achieving the Premier's priorities which includes improving education results, better services and Improving Aboriginal outcomes for students in the top two NAPLAN bands.



Parent/caregiver, student, teacher satisfaction

In 2016 our main focus was on our Welfare and Well Being of students.

Fern Bay PS reviewed our Student Discipline/ Welfare and Well Being Policies and aligned this with Positive Behaviour for Learning (PBL) and the Well Being Framework. Class Dojo is a class behaviour management system that targets specific behaviour which was introduced in late 2015.

PBL values were introduced at the start of 2016. Fern Bay PS introduced Respect, Responsibility and Inclusiveness as our three core values. To help with our student Discipline Policy and Welfare Policy Fern Bay PS surveyed parents/ caregivers, students and teachers on our current welfare and well being practices. We also asked students for their feedback to improve our systems. The results were very positive and showed parents/ caregivers, students and teachers valued the three values of Respect, Responsibility and Inclusiveness as well as the system of Class Dojo. The advantage of Class Dojo is that it was transparent and available to parents at any time.

Many parents were happy with the alignment of Class Dojo to our PBL (Positive Behaviour for Learning) Values of Respect, Responsibility and Inclusiveness and allowed parents to review their child's positive behaviour on a daily basis. Fern Bay school staff made adjustments based on the survey which included removing the word negative Dojo to Needs work Dojo and ensuring there was a K-6 approach to Welfare and Well Being of all students. Fern Bay PS also used Peer Groups to teach and demonstrate the three key values of Respect, Responsibility and Inclusiveness. Staff also ensured PBL language became the same consistent language across the school and community using the words Respect, Responsibility and Inclusiveness.

Staff are also using the Well Being Framework every Term to monitor and review our well being systems and structures. The survey showed what PBL had been successful and the next steps are to ensure all staff and students continue to use and improve our positive behaviour for learning practises against our three core values of respect, responsibility and inclusiveness.

In 2017 we will continue to refine our PBL culture and monitor our progress against the Student Well Being

Framework.

Policy requirements

Aboriginal education

Our Policy is aligned with the NSW Department of Education Aboriginal Education Policy which can be viewed at:

<https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy>

Multicultural and anti-racism education

Our Multicultural Policy is aligned with the NSW Department of Education Multicultural Policy which can be located at:<https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy>

This policy responds to the cultural, linguistic and religious diversity of NSW. It ensures our school to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Our Anti-Racism Policy is aligned with the NSW Department of Education Anti-Racism Policy which can be located at: <https://education.nsw.gov.au/policy-library/policies/anti-racism-policy?refid=285776>

Our policy commits to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and

Other school programs

Fern Bay Public Schools first ever NSW PSSA Representative!

Congratulations Brij Ingrey who is our first ever NSW PSSA Representative! Brij wrote the following letter to our school . The letter demonstrates the character of Brij as well as highlights the role of our wonderful teaching staff had in supporting Brij to meet the highest level of NSW Primary School Sport. We are all proud of your achievements Brij you have been a great ambassador for Fern Bay PS. Please read his letter below:

Dear Fern Bay Public School,

Please accept my gratitude for your support of my golf this year. This year I have achieved more than I expected and thanks to your support I was able to attend some very good events that I have learnt so much from.

Recently I was part of the 12 juniors who represented NSW in the U12 Australian Championships at Murray

Bridge Golf Club in South Australia. Although I did not play to the level I was hoping the experience was amazing and I had a great time.

NSW finished equal first with Victoria and for the firsttime in the events history they had to do a count back. Unfortunately, NSW lost by one shot, finishing second in Australia is great and I hope we can win the Craig Parry Shield next year.

During the weeks event the money you supported me with covered some of expenses which was a great help.

I am really proud of representing Fern Bay PS, I enjoyed being a student there and the teachers are amazing. I hope that I can continue to give back some of the support you have shown me.

Kind regards,

Brij Ingrey

2016 NSW PSSA Representative

2016 Hunter PSSA Golf Champion