

# Elanora Heights Public School Annual Report



2016



4199

## Introduction

The Annual Report for 2016 is provided to the community of Elanora Heights 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.

### School contact details

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### Message from the Principal

It was with great honour that I commenced my appointment as Principal of Elanora Heights Public School in Term 4 of 2016. This appointment followed Mrs Laurinda Lomas as Acting Principal for Terms 2 and 3, following Mr Bill Gilespie's retirement after 5 years of excellent leadership at Elanora Heights. Throughout the year we also farewelled Mrs Sue Yardley, who retired after serving the Elanora Heights community for 13 years, along with Mr Tim Cowdery who stepped down as P & C president due to his daughter's graduation after a very successful term which saw the accomplishment of many community initiatives. They will all be greatly missed by the staff, students and community.

The following report is a reflection of our achievements for 2016 and provides an opportunity to determine future priorities for our school community. I look forward to sharing our successes with you throughout this report, and most importantly, moving the school forward in 2017.

Kind regards,

Leesa Martin

Principal

## School background

### School vision statement

An effective, collaborative and engaged community that develops creative, highly-motivated and successful lifelong learners.

### School context

Elanora Heights Public School (EHPS) had an enrolment of 578 students at our 2016 census date. 276 boys and 302 girls were enrolled across K-6, allowing us to form 23 classes.

Elanora Heights Public School is a high performing school with a tradition of excellence across a number of areas.

We are a co-educational school offering students strong academic, sporting, creative and performing arts programs.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests.

Our students come from a range of ethnic and socio-economic backgrounds.

Elanora Heights Public School is supported by an active and involved parent community.

## 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.

Overall, our self-assessment revealed we were Sustaining and Growing in the areas of Learning Culture, Wellbeing and Student Performance Measures within the Learning Domain, along with Sustaining and Growing in the areas of Collaborative Practice, Learning and Development and Professional Standards within the Teaching domain. In the Leadership domain, we evaluated ourselves as Delivering in the area of Management Practices and Processes, School Resources, School Planning, Implementation and Reporting and Leadership.

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

### Creative Engaged Learners

#### Purpose

To develop literate, numerate and socially, environmentally and culturally aware students by providing learning experiences that engage them and develop their ability to think critically, creatively and ethically.

#### Overall summary of progress

Progress towards our 3 year goals in 2016 was steady, with staff undertaking various programs to enhance students' learning initiatives in inquiry based learning and developing rich tasks to improve student engagement and learning outcomes. Staff were also engaged in developing units of work in the new History and Geography syllabus documents. A local environmental weed eradication program was implemented in consultation with the Coastal Environment Centre in Narrabeen which provided opportunities for students to engage in rich learning and problem solving.

The SRC reviewed its processes to enable greater leadership opportunities for students in younger grades and supported various charity initiatives throughout the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved average NAPLAN performance for all students	<p>The average performance of Year 3 students in Reading improved by 1.86 points in 2016, with the Numeracy average increasing by 4.94 points when compared to 2015 data.</p> <p>Year 5 Reading and Numeracy data remained stable from 2015 to 2016, with less than 1 point variance achieved.</p> <p>Pleasing to note is that no students were represented in the bottom two bands for Year 3 Spelling, Reading and Numeracy, with 50% of students achieving Band 6 in Grammar and Punctuation and 67.1% of students in the top two bands for Numeracy and 63.4% for Data, Measurement, Space and Geometry.</p> <p>67.2% of Year 5 students demonstrated higher than expected growth in Reading, 52.2% in Spelling, and 68.7% in Grammar and Punctuation.</p>	<p>An additional 3 days per week were added to the Learning and Support allocation above establishment, at a cost of approx. \$60,000.</p> <p>Professional learning to address spelling strategies and the 7 Steps to Writing Success was implemented via professional learning sessions for staff.</p>
Increased student engagement and satisfaction	<p>Inquiry based learning initiatives have resulted in improved student engagement, with all grades trialling these teaching strategies in their classrooms.</p> <p>57% of girls and 42% of boys engaged in extra curricula activities, with additional external activity opportunities provided for senior students - eg: Premier's Debating Challenge, PCS Science Fair, PCS Leadership programs.</p> <p>Student interest and motivation data from the Tell Them From Me survey conducted in April saw an improvement for both girls and boys, with girls' motivation improving from 78% to 88% and boys' from 69% to 72%. The NSW govt norm for girls is 83% and for boys is 73%.</p>	<p>\$40,000 donation from the P &amp; C was used to purchase additional laptops to be used as grade sets in classrooms.</p> <p>\$12,000 from the Move-A-Thon was allocated to purchase of History and Geography resources to enhance teaching and learning programs.</p> <p>An orienteering program was introduced via grant funding from the Sports In Schools program. \$2,500</p>



## Next Steps

In 2017 we will continue to seek opportunities for students to engage in higher order learning experiences and extra curricula activities. The school will actively promote additional cultural opportunities, such as music, dance and choir programs. We will ensure the school maintains its involvement in the PCS Science Fair, leadership and NAIDOC initiatives to provide opportunities for our students to engage with students across the peninsula.

Additional professional learning may be needed for staff to obtain maximum benefit from newly purchased laptops.



## Strategic Direction 2

### Innovative Inspiring Teachers

#### Purpose

To foster an innovative, inspiring culture of collective efficacy and to develop collaborative, reflective teachers whose practice is informed by student data and current research.

#### Overall summary of progress

Progress towards our goal in developing innovative, inspiring teachers included providing professional learning experiences for staff to develop inquiry learning techniques, along with further engagement with the NSW Syllabus for the Australian Curriculum in History and Geography. The Literacy Continuum was also a focus for professional learning, with staff plotting students in Writing and reflecting on student learning.

Staff consolidated processes around the implementation of their Performance and Development Plans, with further progress being made in relation to data collection and lesson observations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing the number of teachers seeking accreditation at highly accomplished and lead.	Due to a significant disruption in the school's executive team throughout 2016, progress towards this goal was not achieved.  3 teachers achieved accreditation at proficient.	Beginning teacher funds were utilised to support 3 teachers seeking accreditation at proficient. \$12,242
Professional learning plans incorporating professional goals developed and implemented for all teachers.	All staff have participated in the development of a Performance and Development Plan, its implementation and review. Lesson observations were completed by staff, with copies of all plans reviewed and filed by the principal.	Professional learning funds were utilised to support teachers in the implementation of their Performance and Development Plans.  QTSS funding was also utilised to implement a Quality Teaching in Maths action research project with a small group of staff, with finding presented to the whole staff via professional learning sessions.

#### Next Steps

In 2017, we will focus on the expansion of collaborative practices in stage teams, with a review of our scope and sequence documents. The development of leadership skills in the executive team will enable executive staff to effectively mentor colleagues and encourage reflective practice.

Reviewing our school excellence framework assessment data, particularly in the Learning and Teaching domains, will enable us to determine school priorities for the new school plan 2018 - 2020.

As a staff, we have recognised the need to engage in broader data analysis to inform practice and will look towards engaging more fully in these processes in 2017.

## Strategic Direction 3

Committed Collaborative Community

### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

### Overall summary of progress

With the establishment of a community liaison role 2 days per week, the school was able to provide more information and support for parents, not only with regard to school events, but also for parents wishing to volunteer. Parent feedback regarding this program was very positive. The expansion of the school's use of the school app resulted in parents receiving timely information and reminders and improved communication between home and school.

The outgoing P & C president was farewelled by the school community and a new executive elected.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased whole school participation in volunteer work throughout the year at school.	School working bees became more regular throughout 2016, with a steady increase in participating families. Volunteers were forthcoming for school events, however canteen volunteers have continued to be inconsistent.	P and C funds were used to support volunteer events by providing bbqs, refreshments etc for participants.
Increased parent and community engagement.	Community Liaison Officer strengthened the Class Parent network through improved communication channels, organisation of school events, assisting with the Kindergarten orientation process and the promotion of school events through the newsletter, school app and media. Parent feedback regarding communication was very positive, with parents requesting the position be maintained for 2017.  Parent attendance at school performances was very high due to improved communication strategies.	Socio economic funding used to employ a Community Liaison Officer for 2 days per week.  \$15,084

### Next Steps

Following positive feedback regarding the Community Liaison Officer, the position will be maintained for 2 days per week in 2017, utilising socio economic funding. The role will be expanded to include production of the school newsletter, coordination of the Class Parent network, the development of a business directory, media liaison for school events and maintenance of the school website and calendar.

Parents have identified the need to have a publicised target for fundraising initiatives in 2017, which will promote a more focused and united school community as they work towards a common goal.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	A personal learning plan for our aboriginal student was developed in consultation with parents and class teacher. Further opportunities for the school to engage in community of schools indigenous programs needs to be improved in 2017.	Used to provide time for staff to develop plans with parents.  • Aboriginal background loading (\$437.00)
<b>English language proficiency</b>	No students achieved in the bottom two bands in Reading and Spelling in Year 3, with 54.9% in band 6 for Reading and 70.7% in top two bands in Spelling.. 50% of students in band 6 for Grammar and punctuation in Year 5. The additional support for students via Reading Recovery, STELLAR and additional Learning and Support time has delivered improved outcomes for students.	Additional resources purchased for literacy programs. • English Language Proficiency (\$2 737.00)
<b>Low level adjustment for disability</b>	Tracking processes for NCCD identified students need to be reviewed in 2017 to ensure handover information is provided for staff and that students continue to be supported. Additional resourcing for learning and support programs has resulted in improved outcomes for students with no students performing in the bottom two NAPLAN bands in Year 3 for Reading, Spelling, Grammar, Numeracy. Year 5 students demonstrated greater than expected growth in Reading, Spelling and Grammar.	Additional teachers for learning and support programs. • Low level adjustment for disability (\$86 254.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	Grades were provided with release time to develop new units, however collaborative planning has been identified as an area for further focus and development for 2017 to ensure greater consistency across grade teams.	Each grade was allocated a determined number of release days to use for planning and development of units.
<b>Socio-economic background</b>	A Community Liaison Officer was employed 2 days per week to create greater links between parents and the school. A Class Parent program was initiated to improve communication measures. A school app was developed to enhance communication processes.	2 days per week SLSO employed as a Community Liaison Officer. • Socio-economic background (\$15 084.00)
<b>Support for beginning teachers</b>	Early career teachers received mentoring from the deputy principal to support them in their accreditation process - both teachers achieved accreditation at proficient. Mentoring programs to support early career teachers which engage experienced teachers as mentors will be an area for further development in 2017/18.	Release time provided for mentoring and lesson observations. • Support for beginning teachers (\$12 242.00)





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	265	269	263	276
Girls	282	308	330	302

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	95.9	94.6	96.5
1	96	95.8	94.4	95.1
2	95.4	96.2	94.9	94.4
3	96.1	95.5	94.2	95.6
4	95.8	96.2	93.3	93.9
5	95.2	95.5	93.3	94.2
6	93.5	95.6	93.8	94.1
All Years	95.6	95.9	94.1	94.8
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration & Support Staff	4.06
Other Positions	0

Our staff has two members who identify as Aboriginal or Torres Strait Islander, making 6% of our whole staff.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

### Professional learning and teacher accreditation

The focus areas for professional learning throughout 2016 included looking at effective teaching strategies in Spelling and how to improve student writing using the 7 Steps to Writing Success. We also engaged in plotting student progress on the Literacy Continuum.

All staff engaged in consultation regarding the construction of their own Performance and Development Plan in 2016, with grades looking at how best to conduct lesson observations and provide meaningful feedback.

The second half of 2016 engaged teaching staff in the inquiry process and its implications on the new History and Geography syllabus documents. Substantial time was devoted to grades working together to develop units of work which could incorporate inquiry learning initiatives.

Throughout 2016, 3 staff members were supported in their achievement of Accreditation at Proficient level.

## 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	\$
<b>Balance brought forward</b>	<b>392 084.00</b>
Global funds	397 136.00
Tied funds	160 042.00
School & community sources	341 980.00
Interest	6 675.00
Trust receipts	3 330.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	40 298.00
Excursions	54 750.00
Extracurricular dissections	104 262.00
Library	7 728.00
Training & development	8 939.00
Tied funds	121 429.00
Short term relief	97 095.00
Administration & office	79 405.00
School-operated canteen	0.00
Utilities	41 122.00
Maintenance	31 155.00
Trust accounts	6 748.00
Capital programs	128 210.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

	2016 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	679 354
(2a) Appropriation	594 303
(2b) Sale of Goods and Services	0
(2c) Grants and Contributions	83 469
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	1 581
<b>Expenses</b>	-287 479
Recurrent Expenses	-281 208
(3a) Employee Related	-123 241
(3b) Operating Expenses	-157 966
Capital Expenses	-6 271
(3c) Employee Related	-6 271
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	391 875
<b>Balance Carried Forward</b>	391 875

	2016 Actual (\$)
<b>Base Total</b>	3 699 351
Base Per Capita	32 023
Base Location	0
Other Base	3 667 327
<b>Equity Total</b>	104 511
Equity Aboriginal	436
Equity Socio economic	15 083
Equity Language	2 737
Equity Disability	86 253
<b>Targeted Total</b>	17 250
<b>Other Total</b>	44 954
<b>Grand Total</b>	3 866 067

The information provided in the financial summary includes reporting from 5 September to 31 December 2016.

# School performance

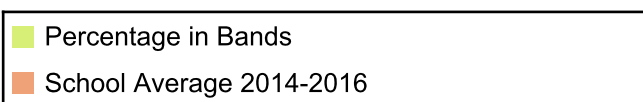
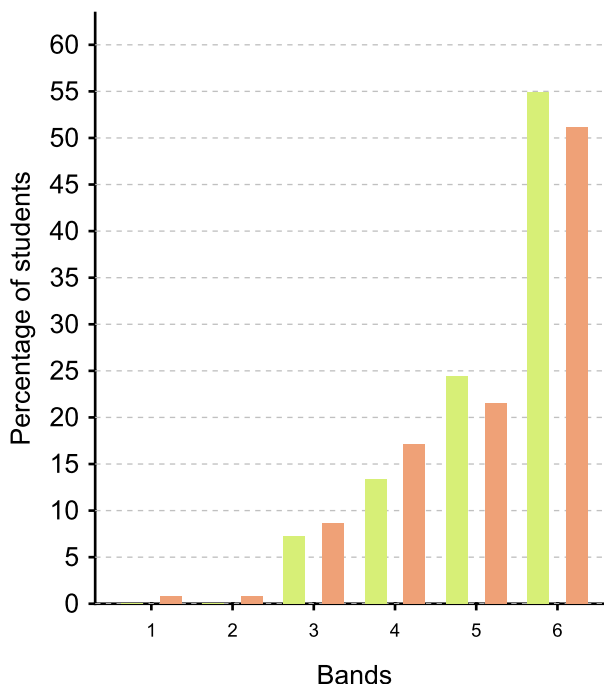
## NAPLAN

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.

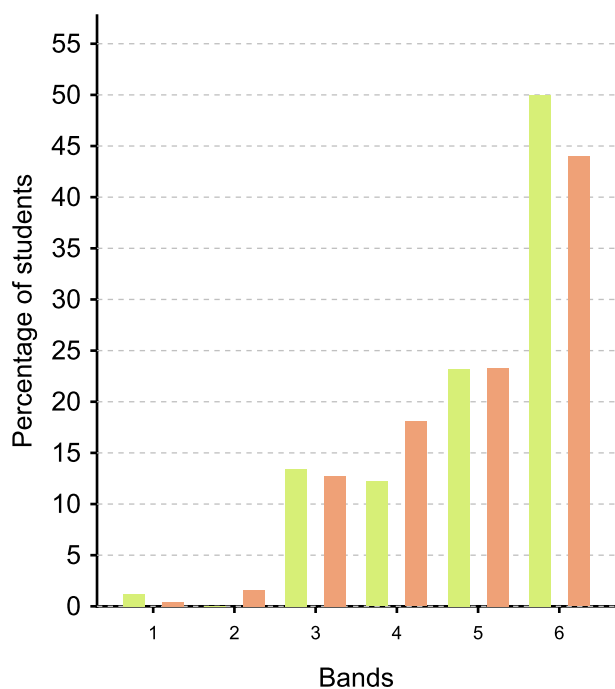
Year 3 NAPLAN results in Literacy were very pleasing, with no students in the bottom two bands in Reading and no students in the bottom band in Spelling and Grammar and Punctuation. Students were strongly represented in the top bands, with 54.9% in band 6 for Reading, 70.7% in band 6 for Spelling and 50% in band 6 for Grammar and Punctuation.

Year 5 results were also pleasing with greater than expected growth for student in Reading, Spelling and Grammar and Punctuation.

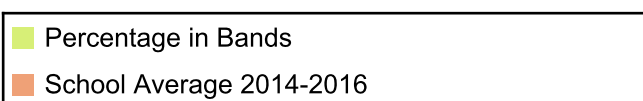
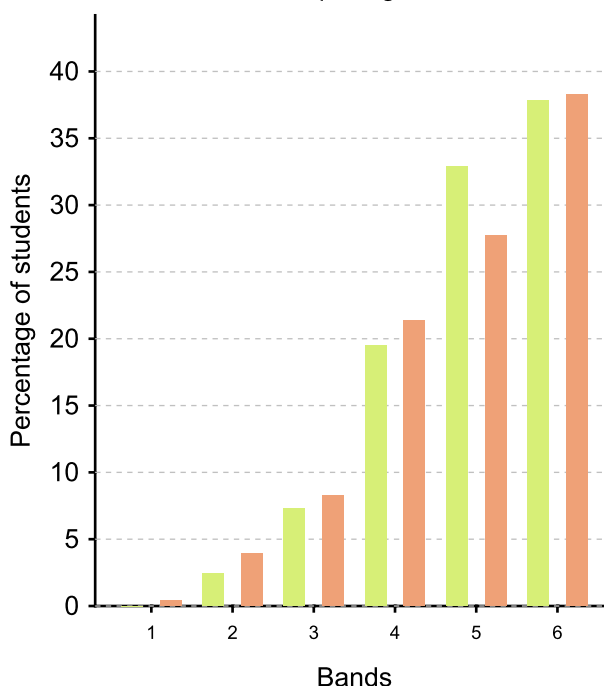
Percentage in bands:  
Year 3 Reading



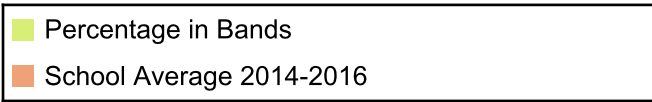
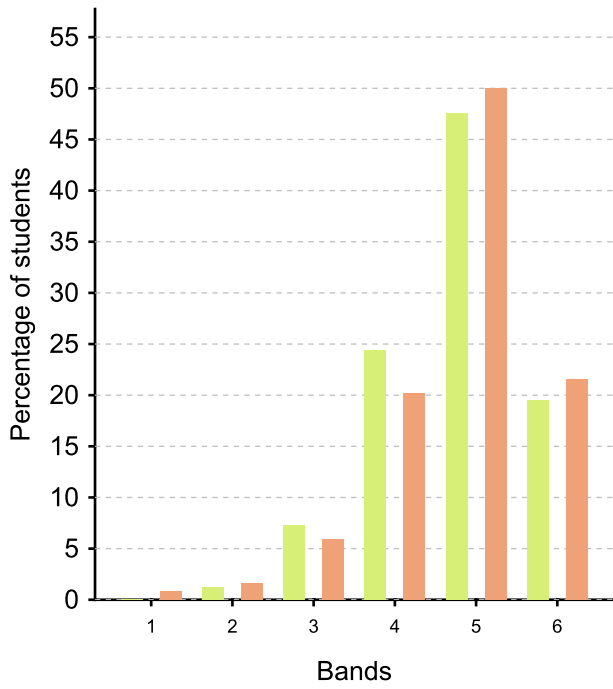
Percentage in bands:  
Year 3 Grammar & Punctuation



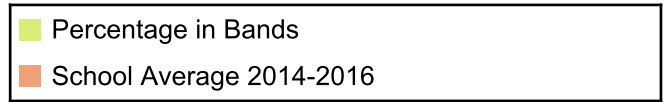
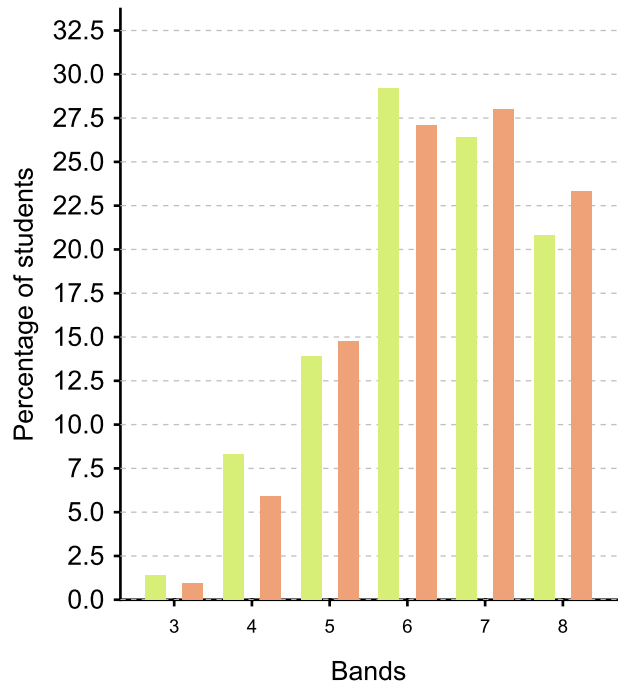
Percentage in bands:  
Year 3 Spelling



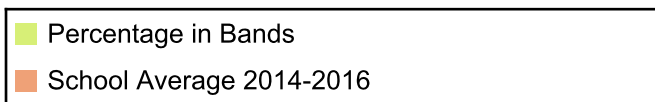
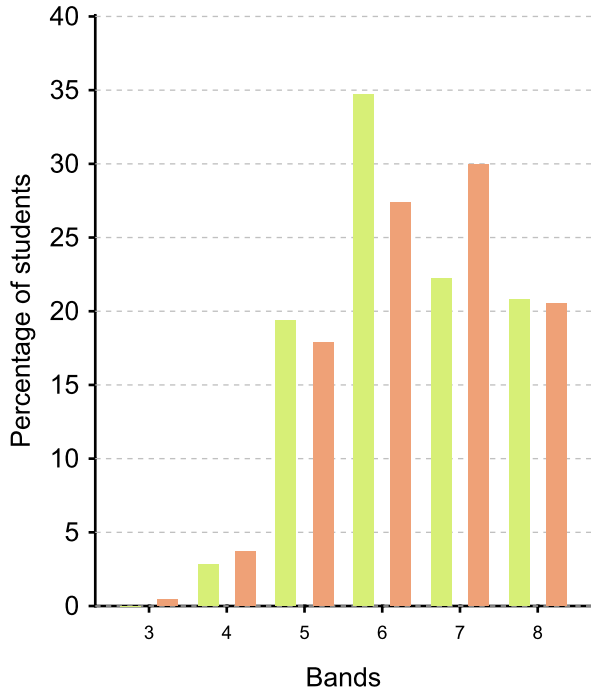
**Percentage in bands:**  
Year 3 Writing



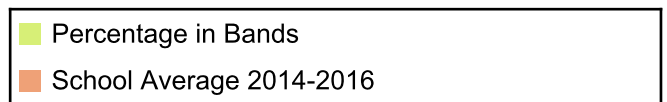
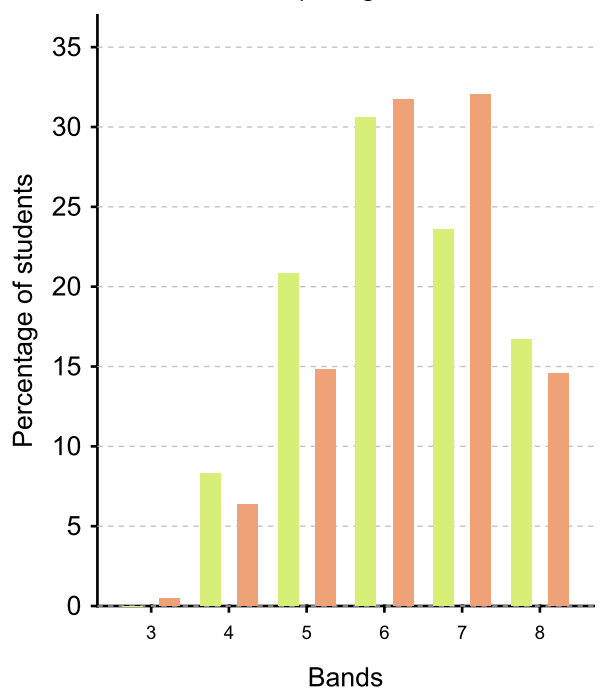
**Percentage in bands:**  
Year 5 Reading



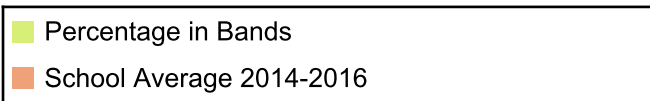
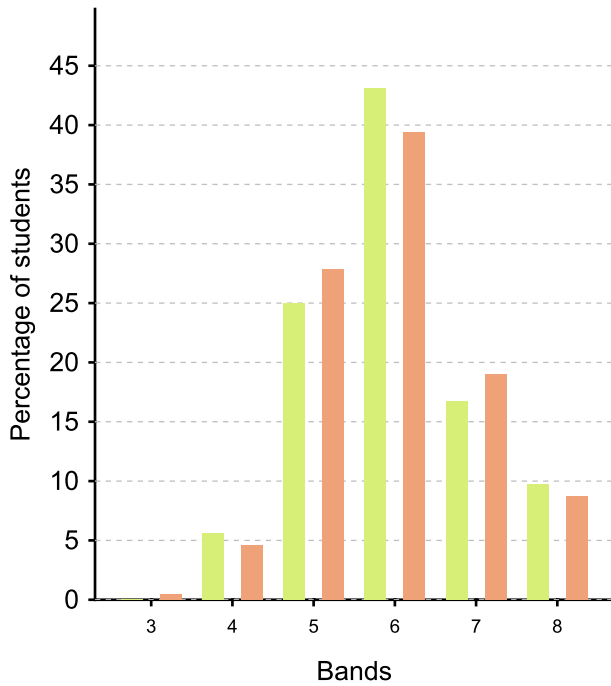
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



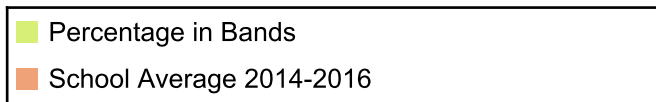
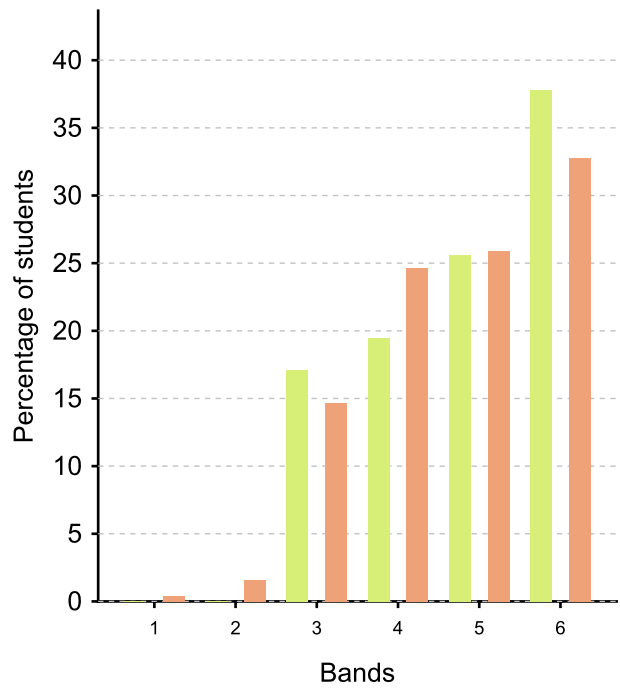
**Percentage in bands:**  
Year 5 Writing



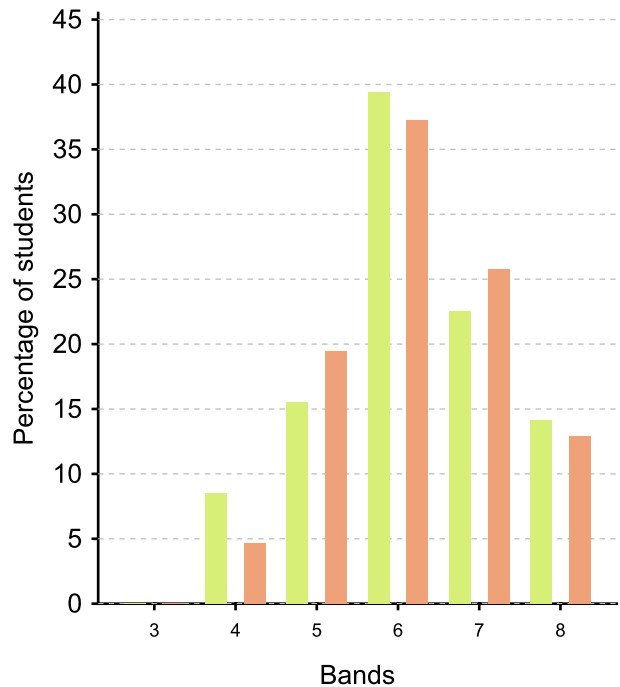
Year 3 students performed well in Numeracy, with 63.4% of students in the top two bands and none in bands 1 and 2, which is significantly above the similar schools group. Similarly, in data, measurement, space and geometry, 67.1% of students performed in the top two bands.

The majority of our students in Year 5 performed in bands 5/6/7, however only 14.1% in Band 8 in Numeracy - this will be a focus for further improvement in 2017.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Based on CESE data, the school is currently Excelling in Value-Added performance for years K-3 and is currently Delivering for our Value-Added performance of students from years 3-5.



## Parent/caregiver, student, teacher satisfaction

Each year school are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of parents/carers, students and teachers about the school with their responses represented below:

- 94% surveyed either strongly agree or somewhat agree that the school offers challenging programs and has a supportive welfare system.
- 100% of respondents either strongly agree or somewhat agree that the school is attractive and well-resourced
- 80% of teachers agree that students are engaged for the majority of the time
- Teachers overwhelmingly agree that students at the school are well behaved and well supported by their parents and caregivers.
- 88% of girls and 72% of boys are interested and motivated in their learning
- 90% of girls and 84% of boys feel teachers are responsive to their needs, and encourage independence with a democratic approach.



## Policy requirements

### Aboriginal education

Public School received Aboriginal background funding in 2016. Our plan included:

- Dedicated week of learning experiences and celebration for NAIDOC
- Involvement with the Peninsula Community of Schools NAIDOC Week celebrations

### Multicultural and anti-racism education

The school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students.

Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Each year the school participates in a number of activities including Harmony Day and White Ribbon Day.

## Other school programs

### Primary PCS Choir

In 2016, Mrs Smallwood, Mrs Smith, and Miss Hurley led the PCS Choir. 28 students from years 3-5 attended weekly practice sessions during lunchtime. The choir learnt a selection of songs to be performed at the Peninsula Community of Schools Music Festival held in Term 3. This year's theme was 'Kidtacular!' a celebration of all things great about childhood. Some of the songs included, Be a Clown, Care For Kids and from the musical Matilda, When I Grow Up.

Students in the choir showed dedication and commitment, attending every week and often extra rehearsals in the lead up to performances. This also involved travelling to Wheeler Heights public School to participate in combined rehearsals with the others schools involved.

The choir showed great enthusiasm for performing and enjoyed showing off their talent at school assemblies, Grandfriends Day, the EHPS carols night and Presentation Day.

### Senior Dance Group

In 2016, Elanora Heights' Senior Dance Group took on the goal of performing at the Glen Street Theatre, as part of the 34th Annual Sydney North Dance Festival. Students auditioned to be a part of the group, and gave up two lunch hours every week to learn and perfect a strong and very challenging dance. They are to be congratulated for their commitment, resilience and enthusiasm. One of our many talented teachers, Miss Reddan, created a modern choreography to a song by the Tune Yards, which incorporated a blend of pop, schoolyard songs and African rhythms. The piece was titled, "At the Waterhole," and described different groups of animals competing for access to water. In the end, they join together in a joyous celebration of life.

Costume features were designed by another dedicated Elanora Heights teacher, Ms Mannell. The parents of our dancers gave enthusiastic support, driving our group to auditions, dress rehearsals and performances, sometimes on quite short notice! In addition, one parent in particular, Ms Griffith, sewed all the feathers and fur and teeth- with fabulous results, as the photograph shows!

The experience of performing in a professional theatre, with all the backstage pressures, attentive audiences and extensive lighting customised to the performance was a thrilling experience. But the most lasting memory of all is the magic that results when students are motivated to take on daring goals and their parents, teachers and wider community support them. That magic is still in the air, ready to take off again next year when dance begins anew in 2017!

## Chess Club

Mrs Smallwood and Mrs Johnson facilitated a chess club at EHPS that ran from Term 3 through to the first half of Term 4. Interested students were invited to come and play in a non- competitive, social setting. Mr Watson, a parent, came along and mentored the students. It didn't matter if you were a beginner or a crack player everyone was welcome. The attending students, who were of mixed ability, were very inclusive and willing to share their knowledge. When short of players some even had two games going at once. For most of Term 3 we had an attendance in the range of 15-20 students. The club was mainly consisted of primary students, however, some Years 2 students briefly attended.

## Library Report

Our school library was chosen as a 'Lighthouse' library for the implementation and investigation of the effectiveness of OLIVER, the Department's new school library system, as an enhancement to student learning. The new system was fully reliable and operational during 2016 and the librarian and support staff were further trained in Semester 2 on the updated Oliver V5 Build8. The new interface, special features and advanced functionality is more engaging for students and staff and provides the latest in technology and library innovation. ORBIT, the student version, is well used and the library program integrates the use of this technology in all facets of teaching and learning.

The library's physical environment was further updated and changed in 2016, and looks fabulous decorated in the school's branding colours. New signage was installed which supports the concept of our students as digital learners and global citizens and clearly denotes the various library areas.

A new circulation desk was custom built to create a much more efficient work space and welcoming feel for the school community. The "Where Is It?" chart and Non-Fiction Banner have been great aids to effective use of the library by both students and teachers.

Students are constantly commenting on the vibrant surroundings and display a feeling of ownership of the educational and recreational spaces available to them. The new collection layout and signage has inspired students and borrowing has increased. New to the library in 2016 were Tablets, which were well used, particularly at lunchtimes. The school collection increased and many books were sponsored by grandfriends and parents during Education Week.

The installation of a compactus to house the Teacher's Reference Collection in 2016 paves the way for an upgrade of this area with a view to making it not only a withdrawal and small group working space but also a meeting room.

## School Sport

The School Sport program continued to provide opportunities for students in Years 3-6 to participate in physical activities in the form of games. The program

plays a vital role in promoting the physical, social and emotional growth and development of students. The School Sport teams continued to be 'family' grouped. This allowed our senior students to shine with delightful sport'person'ship skills. These skills included modelling, supporting, encouraging and leading within their School Sport teams. Again this year, as with previous years the School Sport Team was successful in securing money from the Federal Government's "Sporting Schools" program. This enabled Elanora Heights Public School teachers to teach skills based lessons in collaboration with coaches from local Sporting Organizations including Rugby Union, Basketball, Rugby League, Orienteering, Tennis and Soccer.

## Premier's Sporting Challenge

Students participated in the Premier's Sporting Challenge for the eighth year in Term 3 2016. Elanora Heights was given a Diamond Award for successfully completing the 2016 Premier's Sporting Challenge. Once again, all students K-6 were encouraged to participate in this 10 week challenge which aims to have '*more students, more active, more often*'. The challenge was a great success again this year as the majority of students in each class received an award.

K-2 students were 'going for gold' and received gold certificates while students in Years 3-6 received either a diamond, gold, silver or bronze award depending on the amount of time each class spent engaged in some form of physical activity, as recorded in their individual log books. This challenge became an integral part of homework expectations for Term 3. The '*Learn to Lead*' team organised lunchtime activities to support the Premier's Sporting Challenge.

Students will participate in the Premier's Sporting Challenge again in 2017 and we aim to increase participation rates in K-2 and maintain a high participation rate in Years 3-6.

## Learn to Lead Team

The '*Learn to Lead*' (L2L) program is now in its eighth year of implementation supporting the Premier's Sporting Challenge (PSC) throughout Term 3, 2016. The L2L team consists of **fifteen** students from Years 5 and 6. This year these students participated in a Training Day at Narrabeen Sports High School in Term 1, 2016 along with Years 5-8 students from other local schools. This Training Day provided an opportunity to develop sports skills and peer leadership skills in the area of sport and physical activity.

As part of the PSC, the L2L team organised a range of lunchtime activities to support the challenge in Term 3. This enabled students in K-4 specifically to accrue 'time' engaged in physical activity to record on their individual logs. The L2L team organised games depending on the availability of supervising staff. On some days, the team organised multiple activities, in various venues around the school targeting different cohorts of students.

The team has been enthusiastic, showing initiative and working cooperatively with each other and their peers.

It is interesting to note that some Year 5 L2L team members are incoming School/Vice Captains and/or House/House Vice Captains in 2017.

The program will continue again in 2017 coinciding with the PSC.

### **ICAS Exams**

Students in Years 3-6 were given the opportunity to sit the full battery of ICAS Exams offered. The tests included Digital Technologies, Science, Spelling, Writing, English and Mathematics. This year students in Year 2 were given the opportunity to sit four of the six tests: Science, Spelling, English and Mathematics. These exams were conducted before school and participation rates were generally lower than last year. Year 5 was the cohort with the most number of students participating in these tests.

Students sat either one or more of these exams and community support for this initiative was evident with positive feedback given to the school. It is envisaged that these exams will be offered again in 2017. It is anticipated that participation rates will be maintained.

### **Student Representative Council 2016**

The Student Representative Council comprised of two members of each of the 23 classes K-6, **46 students** in total. The SRC met twice per term prior to a K-6 Assembly. One meeting targeted input from 'even' cohort years and the second meeting targeted input from 'odd' cohort years. This strategy ensured that all SRC students were given equal opportunity to present.

Teachers were encouraged to facilitate a class meeting prior to the upcoming meeting to allow their class to discuss suggestions for the SRC members to present at the meeting. Procedures were also tightened to facilitate a smoother flow and establish a 'meeting' culture. The school captains conducted the meetings and another initiative was the use of a minutes secretary to ensure accurate recording of topics discussed and decisions made. After the meetings, the SRC members were encouraged to report back to their respective classes and the school captains met with the principal to present decisions carried at the meetings. Next year the captains will also write a brief article for the school newsletter.

The highlight of the year was our annual 'Christmas Gift Appeal' in late Term 4. The SRC representatives were involved in the promotion and collection of gifts in their respective classes to be distributed by Wiseberry Real Estate, Mona Vale. The recipients of these gifts were the students of Stewart House (the Department of Education's chosen charity) and Bear Cottage. The culmination of this drive was a Christmas themed 'Mufti Day'. An article and photos of this day were published in the Manly Daily. This event was successful and extremely well-supported by the school community.

### **Move-A-Thon**

All Elanora Heights students participated in the Move-A-Thon for the second year in Term 3 2016. The

Elanora Heights Move-A-Thon applied a variety of physical movement skills that aimed to promote an enjoyable, active lifestyle and raise money for our school. The kids loved practising the skills and made noticeable improvement on the testing day. They raised almost \$13 000.

We are extremely proud of all who participated.