

Nareena Hills Public School Annual Report



2016



4500

Introduction

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

Simone Brett

Relieving Principal

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Message from the Principal

Nareena Hills Public School provides stimulating learning in an environment that balances challenge and support. The staff are hardworking and dedicated. Our school is fortunate to have teachers that go above and beyond to provide opportunities for our students. We are fortunate to have teachers that take the time to get to know each student and allow them to thrive. Staff have are working hard to personalise teaching and learning programs. They are also committed to ensuring that our students are engaged and active participants in their learning. This year a number of improvements were made to the assist with the use of technology. Teachers trialled the use of a range of technologies including robotics equipment, Google classrooms and apps that allow students to continue to access outside school hours. All teachers have been involved in rigorous professional learning and resources were purchased throughout the year to support innovative teaching and learning programs. 2016 has been a productive year and there have been many successes to celebrate.

Message from the school community

Nareena Hills Public School has an active partnership with the Parents and Citizens Association. The school community participates in school life by assisting in the classroom, participating in sports carnivals, helping with performing arts activities as well as providing canteen and fundraising support. In 2016, after an expression of interest, the school Parents and Citizens Association were successful in forming a fete committee. They have started preparations for a 2017 fete to celebrate the fortieth anniversary of Nareena Hills Public School. Our P&C is a hardworking and devoted team. This year they hosted a trivia night and an art show, as well as raising funds through entertainment books, stalls and a fun run.. The proceeds from the events were used to purchase playground resources and hardware to support technology in the classrooms. Congratulations and thank you to our 2016 Parents and Citizens Association.

Message from the students

The Student Representative Council is a group of students, elected by their fellow students. SRC members represent all students in the school and 2016 saw the launch of the Student Ministries. The ministries organise ways for students to participate in school life. The SRC plays an important role in ensuring that we have a student voice in our school community. This year the ministries gathered information from students, communicated news items, organised events and raised money for school initiatives and local charities. The production of ministerial film clips and the official induction ceremony, led entirely by students were definitely highlights. Staff would like to congratulate the 2016 SRC representatives.

School background

School vision statement

Our vision is to develop responsible, independent individuals who have the skills and capabilities to be successful in an ever changing world. We value inquiring minds, respect responsibility and resilience. Our students will be active and informed citizens, confident and creative individuals, motivated and independent learners who have a sense of belonging.

School context

Nareena Hills Public School has a strong tradition of academic excellence and continues to enjoy positive relationships with all members of the community. The school curriculum includes a strong focus on the development of cross curricular skills and attributes such as literacy and numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.

The school has an enrolment of 297 students including 157 females and 139 males. The school has 15.47% of students with a language background other than English and 1% of students from Aboriginal Torres Strait Islander background.

A dedicated and highly motivated Parents and Citizens Association supports all school initiatives. They work productively and positively to enhance local school and system priorities.

The school motto of 'Caring, Living and Learning' and our Positive Behaviour for Learning values of Respect, Responsibility and Resilience are intertwined in the culture and ethos of the Nareena Hills Public School 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.

In the domain of learning our efforts have been directed at the elements of: learning culture, wellbeing, curriculum and learning and assessment and reporting. Our major focus in the domain of teaching has been effective classroom practice. Teachers have met regularly to use student performance data and a variety of student feedback strategies to evaluate the effectiveness of their teaching. Another area of focus was collaborative practice. Staff have embedded processes that ensure they regularly collaborate within and across stages, regular consistency of teacher judgement sessions have developed responsive, differentiated teaching sequences. In the domain of leading our focus has been school planning, implementation and reporting.

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

Quality Teaching and Learning

Purpose

The greatest effect on student learning is achieved through identifying and focusing on what teachers do. Great teaching doesn't just happen.

Teachers need to be supported, mentored, and celebrated to create the inspired learning that will develop lifelong capabilities in students. It is crucial for the school team to develop shared beliefs and understandings about effective teaching practice and the transformation of teachers from novice to expert.

There is no single effective teaching strategy. Effective teachers are flexible, adaptive, reflective, responsive to students' needs, are quickly able to assess what their students know and can do, evaluate their impact, intervene when necessary and provide feedback to their students on learning.

Overall summary of progress

Staff worked collaboratively to ensure students were given relevant and challenging learning experiences. The use of digital technologies was a focus throughout the year. All staff were supportive of the planning and programming model which saw a greater focus on individualising student learning. Staff reflected on their programming and discussed the evidence that was used to create the learning sequences. This programming model, with regular professional reflection will be continued in 2017. Training and teacher professional learning in Language, Literacy and Learning, Focus on Reading (FoR) provided students with additional support in literacy. Assessment and reporting processes were further consolidated through two written reports to parents throughout the year and parent teacher interviews and information sessions. Student feedback was a focus and this will also be an area for further development. The school wellbeing approach across the school provided clear expectations of student behaviour. Staff professional learning focused on increasing student engagement and staff examined how their classroom ecology influenced engagement and therefore student behaviour. Staff celebrated their successes and shared effective routines and participation strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff deliver quality teaching and learning in literacy and numeracy with programming showing evidence that decisions are informed by data.	<p>Whole school consistency of teacher judgement sessions were held regularly to allow teachers to work together and improve teaching and learning for particular student groups.</p> <p>Student progress was discussed regularly at staff meetings. Work samples were shared and staff worked together to build learning profiles and share learning progressions.</p> <p>Staff shared reflections of programming and included evidence of work samples and results that informed planning.</p> <p>Analysis of teacher responses shows a strong understanding of summative assessment. When examining work samples and teacher observations their is some assessment for learning occurring.</p>	QTSS 0.22 \$22350
Improve the number of students in Year 3 and 5 in proficient bands for by at least 8%.	<p>Professional learning sessions around analysing SMART data.</p> <p>All staff members analysed data and created a focus group. Strategies and interventions were planned and progress was reported on.</p> <p>Action research projects were designed and all teaching staff participated. Some of the findings</p>	Professional Learning \$10 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve the number of students in Year 3 and 5 in proficient bands for by at least 8%.	were increase in reading time in the library, increased student autonomy and improved fluency. Teachers shared their findings with staff with multimedia presentations and staff are keen to continue with action research.	
At least 80% of students demonstrating expected growth per semester across Literacy and Numeracy continuums relevant to expected timeframes.	<p>Staff unpacked the cluster markers of the literacy and numeracy continuums. They discussed and documented observable behaviours.</p> <p>PLAN data was used to monitor and track student progress.</p> <p>Data was reviewed regularly and professional learning sessions developed understandings of data walls.</p> <p>Staff used 'walls that teach' and implemented visible thinking strategies to ensure student progress.</p> <p>Students were monitoring their own performance and learning and intentions and success criteria were displayed in classrooms.</p>	<p>Literacy and numeracy \$8073</p> <p>Numeracy Grant \$5000</p>

Next Steps

Teachers will continue to consider and examine aspects related to physical environments, the curriculum and resources, as well as their teaching to engage students in learning activities. Physical spaces will be redesigned and used flexibly to enhance learning. In 2017 we will focus on providing explicit, specific and timely feedback. Feedback that clearly communicates what students need to do to improve. The school will continue to refine and develop how we use evidence to analyse student performance. We will also trial methods of communication to determine how we can best deliver this information to parents. We will continue to refine our systems for classroom observations and collaborative planning. We provide opportunities for staff to model effective practice in order to drive and sustain ongoing school wide improvement in teaching practice and student outcomes. Refining and developing processes to analyse data, such as using digital portfolios, markbooks and assessment schedules, will allow us to strengthen internal and external performance data. Staff will be provided with more opportunities to collaborate across stages, with a focus on numeracy. A school wide focus on assessment for learning and embedding systems and strategies to improve teacher instruction.



Strategic Direction 2

Leadership at all Levels

Purpose

Developing the leadership capacity of our school team is crucial to the development of dynamic, productive teams that can make a difference to student achievement.

School leaders play a critical role in supporting and fostering teaching. Through coaching and mentoring teachers find the best way to facilitate learning. School teams are responsible for creating and sustaining the learning environment under which quality teaching and learning takes place.

The ability of leaders to develop leaders is KEY to increasing student achievement... this call to strategic leadership does not absolve individual leaders from personal responsibility for doing what they can to bring about meaningful change in their own settings. Sharrat & Fullan, 2007.

Overall summary of progress

Staff had regular classroom observations using the quality teaching framework to improve practice. This has allowed staff to have lessons observed and provide feedback to others. Support for teacher accreditation and early career teachers was also a feature of the school's commitment to enhancing teacher innovation and competency. Growth coach training for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff. The student ministries increased student participation in many aspects of schooling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of all teachers will have teaching and learning portfolios and professional learning plans aligned to the Australian Professional Standards for Teachers and the Australian Teacher Development and Performance Framework.	Staff are using professional portfolios and are reflecting after professional learning sessions. Staff professional learning sessions allowed staff to focus on learning that was specific to their needs. 5 early career teachers completed evidence for accreditation. All staff utilised the AITSL self reflection tool.	Professional Learning \$6000 Beginning Teacher Funds \$12000
Students have a more active role in the decision making that impacts learning.	The student ministries met regularly with their teacher mentors to devise action plans. Students were involved in organising events, raising funds and communicating information. The ministries collected survey data and analysed results.	RAM Per Capita Funding \$2000 Rock and Water Training for 3 Staff (RAM Equity funding) \$2085
100% of staff demonstrate commitment to a culture of collaboration which features: observation and effective feedback (which is structured and planned) to improve quality teaching and learning practice.	Staff have been involved in regular lessons observations and they are using the feedback to refine lessons and improve practice.	

Next Steps

Student leadership opportunities will continue to be enhanced. A leadership camp has been scheduled for year 6 students in term 1. It is anticipated that students will be mentored to deliver peer support lessons. The Rock and Water program will be implemented across stages 2 and 3. Students will examine the strengths and qualities that they possess. Student leaders will have increased responsibilities and will be visible mentors in the playground. Year 6 students will plan games and activities to assist the transition of kindergarten students. School wide and interschool relationships will be strengthened to provide coaching and mentoring opportunities and ensure the ongoing development of all staff.



Strategic Direction 3

Connecting Community

Purpose

Parents, carers and families are the first and most important influence in a child's life, instilling the attitudes and values that will support young people to participate in schooling.

Developing strong partnerships that support quality teaching and school leadership strengthens accountability, allows transparency and maximises student engagement. Furthermore it demonstrates commitment to achieving educational goals for young Australians. We are committed to building stronger relationships as an educational community.

We will embed a culture of collaboration, improved communication and celebration of success. We will develop shared understandings of quality teaching and learning initiatives.

Overall summary of progress

Improved communication has been evidenced in the number of parents and staff continuing to use the skoolbag app. We now have several sources of communication to allow parents to have a suite of systems for communication and information regarding teaching and learning occurring at school. Parents have had further opportunity to learn about what was being taught at school through regular snippets in the newsletter as well as apps such as SeeSaw that have allowed parents to view work samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers are using information technologies as a way to connect teaching, learning and other school business with home.	Continued use of the Skoolbag app to communicate with parents. Professional learning implemented for teachers to assist with the design and development of Stage/class websites. Refinement of the websites. ICT group – Needs of staff identified and ICT professional learning sessions held to enhance teachers skills and use of ICT. Introduction of Twitter as a way of celebrating success and providing the community with information of student learning and achievements.	\$10 000 purchase of equipment
There is increased parent feedback which shows growth in their understanding of teaching strategies used at school.	There is increased parent feedback which shows growth in their understanding of teaching strategies used at school. Increase of regular communication between parents and class teachers. Resources and take home activities shared at parent/ teacher sessions.	\$2500

Next Steps

Evaluate the use of information technologies used to connect with community, have they increased communication, do

parents feel as though they are more connected to the school or better informed of their child's progress? Implement further professional learning to staff in the area of ICT and 21st Century pedagogy. Review the use of social media. Is it raising the profile of our school in the wider community.

Extend our connection beyond our own community by connecting with external organisations including UOW and the 'Scientists and Mathematicians in Schools' organisation to implement engaging and relevant teaching programs to enhance the opportunities of our 21st Century learners.

Develop stronger and more effective partnerships within our Community of Schools.

Parents have better understanding of teaching and learning. Explore alternate methods of delivering workshops and forums, such as through the use of video tutorials and polls being posted on Stage based websites.

The 2017 Fete will provide opportunities for the school to enhance and develop relationships with the wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Student self reflection and evaluation of personalised learning plans indicate that students are supported in reaching their targets. Feedback from parents and students indicated assistance was influential in student achievement.	\$1968
English language proficiency	<p>Analyse school data to monitor progress and growth of language background other than English students.</p> <p>Funding was used to develop capacity of teachers to enhance understanding of English as an Additional Language or Dialect. Several staff members reviewed the EAL/D teacher resource developed by ACARA.</p> <p>Resources were purchased to support evidence based teaching strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress).</p>	\$3531 • English language proficiency (\$3 531.00)
Low level adjustment for disability	<p>All student requiring adjustments and accommodations are catered for within the school. 12 students were referred for learning support this year, in addition to those students receiving recurring support.</p> <p>Funds were also used to pay for additional LAST support.</p>	\$47 504
Quality Teaching, Successful Students (QTSS)	Funds from QTSS were used to embed coaching and mentoring sessions. Matching theory and practice, lesson observations and making adjustments after feedback. All feedback is made against elements of the quality teaching framework.	Strategic Direction 1 & 2
Socio-economic background	<p>Funding was used to purchase equipment, clothing and to pay for excursions for targeted students.</p> <p>Funds were also used to pay for additional student learning support officers.</p>	\$12 489
Support for beginning teachers	<p>Fortnightly coaching and mentoring sessions. The mentor was released to lead professional learning and observe lessons.</p> <p>Attendance at professional learning, linked to professional development plans.</p>	Strategic Direction 1 & 2

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	160	155	160	138
Girls	163	145	157	153

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	97.7	95.4	95.9
1	95.3	96.6	95.2	94.6
2	96.1	95.5	94.2	93.8
3	94	96.4	93.5	95.8
4	94.7	95.6	94.1	94.8
5	94	95.3	96.3	95.2
6	94.8	94.2	94.5	94.2
All Years	95	95.9	94.7	94.9
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

Class sizes

Class	Total
KHS	17
KC	17
1/2A	23
1/2T	23
1/2JM	24
1/2C	23
3/4B	29
3/4L	30
3/4D	30
5G	27
5/6M	26
5/6C	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.57
Other Positions	0.12

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There is one member of staff who identifies as being from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	13

Professional learning and teacher accreditation

Professional learning in 2016 has been guided by our strategic directions and our strong commitment to increase the quality of professional conversations around teacher practice. Staff have continued to develop their understanding of conceptual teaching and learning to ensure our classrooms are environments for creativity, critical thinking, problem-solving, and risk-taking. We interrogated NAPLAN data and shared assessment strategies in the newly devised Geography curriculum to improve and embed consistent and systematic assessment practices across the curriculum. Instigated by the Department's Wellbeing Framework (2015) and our commitment to developing student leaders, staff members were trained to deliver the Rock & Water Program. We aim to provide our students with a pathway to self-awareness, increased self-confidence and improve social functioning. Staff members delivered presentations on their own action research projects, ensuring our teachers become evaluators of their teaching, being students of their own effects, adopting evidence-based habits of thinking. In this context, and for their mathematical teaching, teachers attended the annual MANSW Conference, focused on reflective mathematical and STEM teaching. Members of our executive team attended peer-coaching workshops, which developed their skills of mentoring teachers, improving the culture of trust as we expanded and embedded the teacher observation. Technology workshops have also developed our teachers' capacity to construct their own class based websites and use the school app, as we strive to connect the learning achievements in our classrooms to the wider school community.

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.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	268 550.16
(2a) Appropriation	248 153.37
(2b) Sale of Goods and Services	311.33
(2c) Grants and Contributions	19 892.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	193.11
Expenses	-111 929.78
Recurrent Expenses	-111 929.78
(3a) Employee Related	-65 632.62
(3b) Operating Expenses	-46 297.16
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	156 620.38
Balance Carried Forward	156 620.38

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	1 980 076.51
Base Per Capita	17 024.56
Base Location	0.00
Other Base	1 963 051.94
Equity Total	95 426.58
Equity Aboriginal	1 360.76
Equity Socio economic	10 252.87
Equity Language	3 664.42
Equity Disability	80 148.53
Targeted Total	45 239.99
Other Total	14 964.51
Grand Total	2 135 707.58

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.

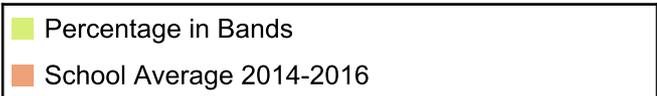
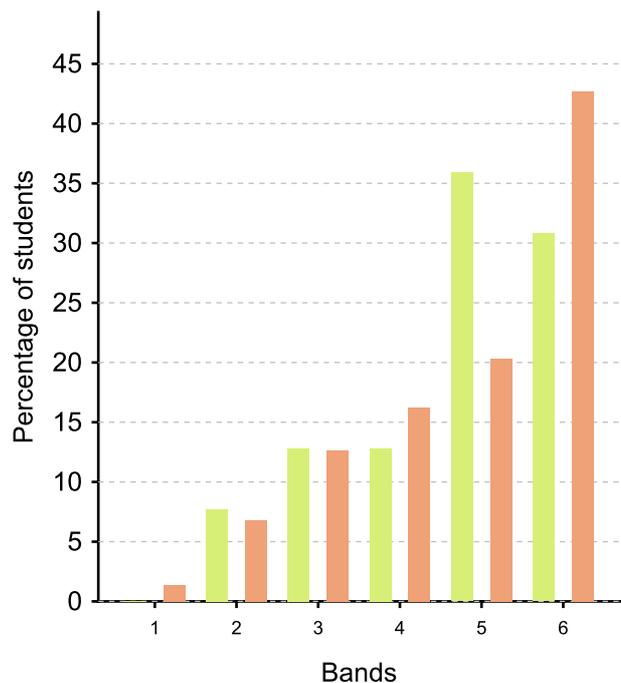
School performance

NAPLAN

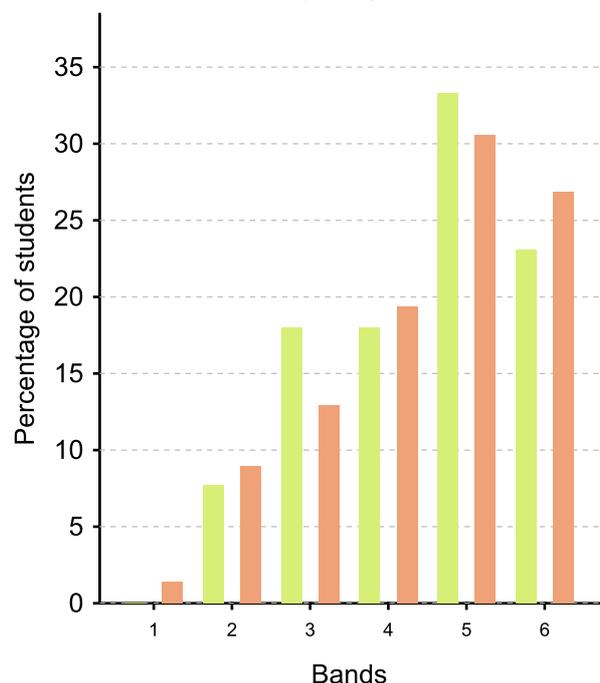
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2016 literacy data shows the schools attainment levels in years 3 and 5 as result of taking part in this assessment process.

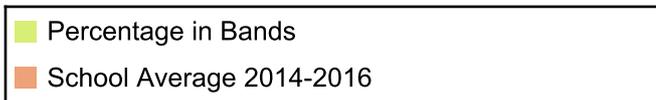
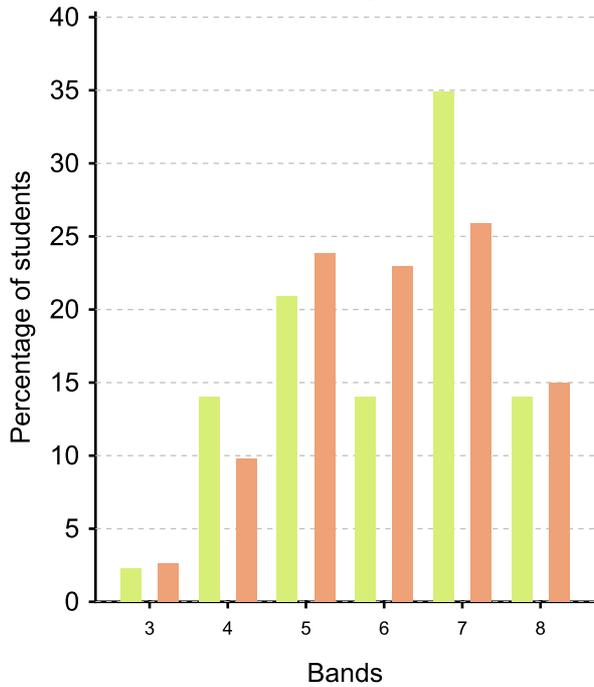
Percentage in bands:
Year 3 Reading



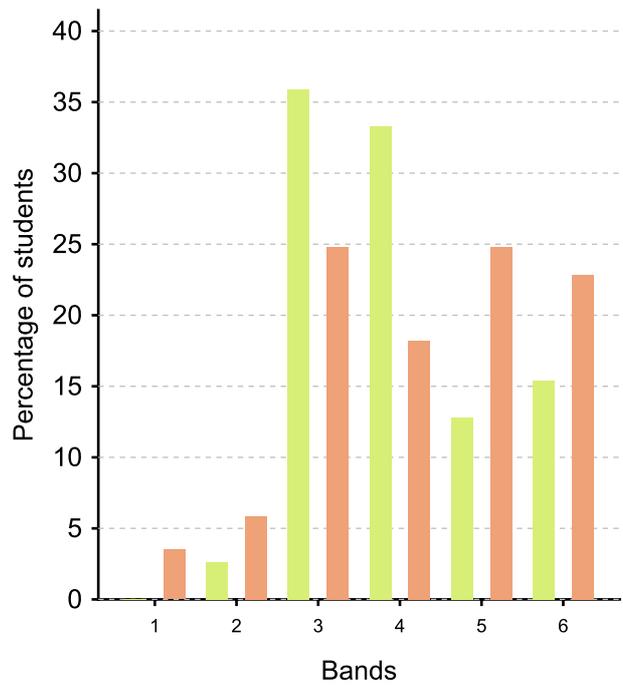
Percentage in bands:
Year 3 Spelling



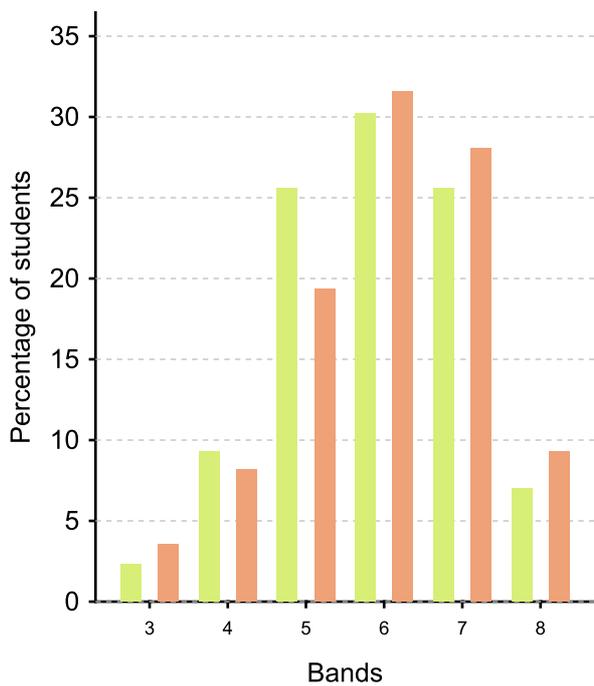
Percentage in bands:
Year 5 Reading



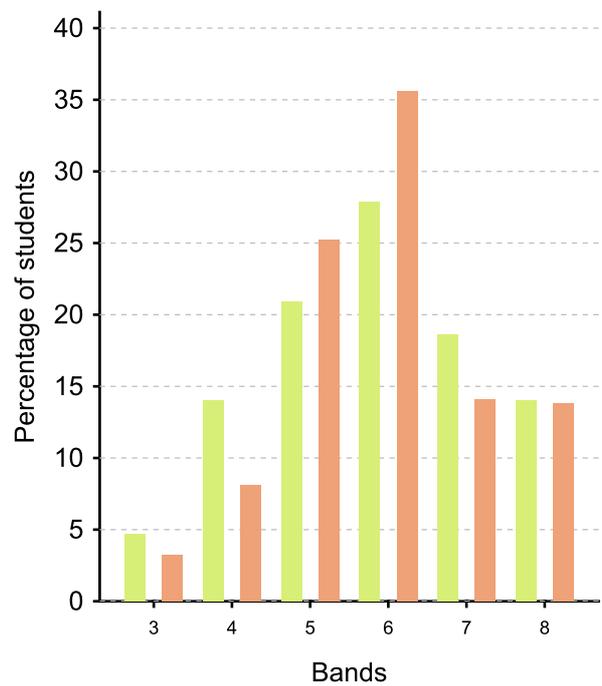
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



The 2016 numeracy data shows the schools attainment levels in years 3 and 5 as result of taking part in this assessment process.

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.

Nareena Hills Public School has 53.5% of Year 5 students in the top two bands and 69.25 of Year 3 students in the top 2 bands. In Year 3 no Aboriginal students completed the NAPLAN assessments. In Year 5, 2 Aboriginal students completed the NAPLAN assessments with 0% placed in proficient bands across the assessments.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers on a range of school activities and systems. Their responses are presented below. Staff participation in all school programs demonstrates a high level of commitment to continuous improvement. Staff collegiality levels are high and staff are using a range of resources and platforms to plan and reflect on teaching and learning programs. Student evaluations demonstrate a need to review homework tasks, with data showing a downward trend in student interest and participation. Community feedback suggests a need to find creative and accessible methods of data collection, as the 2016 Tell Them From Me Survey only has 9 respondents.

Policy requirements

Aboriginal education

2016 was a successful year for our Aboriginal students academically, socially and emotionally. All Aboriginal students achieved above minimum standards in both numeracy and literacy in the 2016 NAPLAN assessments. Personalised Learning Pathways were collaboratively written in consultation with students and parents. We remain committed to providing quality education to our Aboriginal students and rigorous education about Aboriginal Australia to all our students. Teaching and learning programs provide all students with opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through: Aboriginal studies, Aboriginal languages and Aboriginal cross-curriculum content.



Multicultural and anti-racism education

The staff of Nareena Hills Public School actively promote a culture of inclusivity. Teaching resources and materials are provided to support teachers and leaders in promoting intercultural understanding and community harmony through the curriculum and whole school activities. In 2016 the school community participated in events including Harmony Day and World Refugee Day. All teachers prepared and delivered lessons supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

Our school participated in the NSW Multicultural Perspectives Public Speaking Competition. During Term 2 each class held their own competition to select representative to participate in finals. Four students from Stage 2 and Stage 3 were selected to represent our school in the District finals.

Other school programs

Choir

The Stage 2 choir performed at the 62nd Wollongong Primary Schools' Choral Festival at the Wollongong Town Hall. Students from Year 3 and 4 participated in this event. This activity gave students an opportunity to develop skills in working as a team with other schools. The performances included the singing of numerous massed items and our own two individual songs. One of our students were selected to perform a solo during one of the massed choir songs.

The Junior Choir was also an integral part of our own school performances during ANZAC Day, Education week and our Presentation Awards assembly. Our children sang brilliantly and looked amazing in our school uniform. They were sensational representatives for our school.

Sport

Our school provides students access to a variety of sports. Our successful swimming, cross country and athletics carnivals provide students 8 years and above with an opportunity to compete and gain selection in representative teams. The wider school community fosters individual talent, with many students excelling in their chosen sport.

Excellent individual efforts resulted in selection in the following teams: South Coast Cross Country, Athletics, Basketball and Softball Teams.