

# Scarborough Public School Annual Report



2017



3045

## Introduction

The Annual Report for 2017 is provided to the community of Scarborough 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.

Chris Hopkins *Principal*

### School contact details

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### Message from the Principal

I am particularly proud to present this Annual Report for 2017 to our school community. As many of you will be aware, this year is the culmination of our 3 year plan, developed shortly after my arrival at Scarborough Public School. It is often hard to see substantial change through smaller increments of time but when I look at the incredible progress we have made over a 3 year period, it is a very rewarding sight. Our culture of risk taking and the development of a Growth Mindset has flourished, with students much more willing to push themselves into uncomfortable territory in order to challenge themselves. We have established strong collaborative relationships with other schools and organisations, particularly through the STEM Action Project. This has given us the opportunity to share our own progress with others, but more importantly, it has brought new ideas to Scarborough that we have been able to build upon. We have worked with Maths and Science experts within the NSW Department of Education and further afield, through our collaborations with the University of Wollongong. As I walk around our school, I see data on the walls that is meaningful and demonstrates student learning and growth. My conversations with students have shown a greater awareness of where they are in their learning and where they need to go next. This awareness is exemplified through our student reflections in reports and our student-led conferences. Project-based learning is now at the core of our planning processes as we aim to integrate curriculum outcomes, particularly Maths and Science into authentic learning tasks that encourage deeper learning and higher-order thinking. We now find ourselves mentoring other like-minded schools on their own journeys of discovery.

Have we achieved all our goals? Certainly not. There is much we can do better. I firmly believe, and the data we have shows us, that we are heading in the right direction. I thank you all for coming on this journey with us and for your continuing support. Our School Plan for 2018–20 maps a similar, but more refined path as we look towards honing our skills and ensuring that we effectively balance the needs for creativity and planning flexibility with accountability, without losing the big picture. The future is exciting!

Chris Hopkins *Principal*

## School background

### School vision statement

Our vision is to provide a high quality education which focuses on developing a community of critical, ethical and creative global citizens. We will provide an information-rich learning environment where ideas are continually challenged and problems are found and solved.

All learners will be empowered to take an active role in developing their own learning pathways based on their individual interests and identified learning needs. An ethos of life-long learning, resilience and high expectations within our learning community will motivate learners to achieve their full potential.

The foundations of literacy and numeracy will be embedded into all areas of the curriculum in a meaningful and effective way, ensuring that all learners have the potential to become active collaborators in a local, regional and global community.

### School context

Scarborough Public School provides an outstanding public education for students from a cluster of Wollongong's northern communities. As a small school with an average of 70 students, it caters for the needs of its local community but draws many students from other areas who seek out the special features of the school.

These features include very strong links with the parents and community, including an effective collaboration with our local Community of Schools (CoS). We offer strong educational opportunities in the arts and differentiated learning for students with a wide range of learning styles. The school provides outstanding opportunities for parental involvement and participation as well as a very strong commitment to student wellbeing.

Our parents have high expectations for their children across all key learning areas and Scarborough Public School strives to cater for those expectations. We deliver a wide range of quality opportunities and programs by complementing the committed efforts of our motivated teaching staff through extensive use of community expertise. This expertise includes; administrative staff, specialist music, gymnastics, art, drama and technology.

We are a small school comprising of 3 full-time teachers, 2 part-time teachers, a Learning and Support Teacher (LaST), two office staff, and a School Learning and Support Officer (SLSO). We are fortunate to be able to supplement our spending with funds from our generous and active P&C.

# 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.

### Learning

**Curriculum** has been a central focus of our 2017 milestones as we have begun to develop more effective planning tools, to ensure that our strong emphasis on creativity is supported by explicit instruction of syllabus content. Through our involvement in the STEM Action Project, we have gradually refined our integrated approach to learning to ensure that all content and skills are taught explicitly, at the point of need and this continues to be a work in progress. Our move towards more open–ended learning activities, particularly in Maths, Science and writing, combined with our culture of a Growth Mindset has increased expectations for all students, regardless of ability. Students are now more aware of these expectations and are challenged to constantly improve themselves, to evaluate their own progress and performance and use the metalanguage of this mindset. We have much more to achieve in this area and for this reason, have placed ourselves at **sustaining and growing**.

**Assessment and Reporting** were areas we highlighted for improvement in our 2016 report and the evidence shows we have made significant progress in this area, moving from delivering to **sustaining and growing** in both areas. This progress is a result of our continued efforts to ensure assessment is a tool that is used effectively to inform teaching. Our work with the NSW Mathematics Advisor K–6 has led to the utilisation of *Mathematics Diagnostic Tasks* from the *Numeracy Skills Framework* to ensure that we accurately identify the skills, knowledge and understandings of students and pitch learning at an appropriate level. Assessment has also become a process that is part of the learning with students evaluating their work collaboratively to determine whether they are working towards, at or beyond a specific learning outcome, in negotiation with the classroom teacher.

This self–assessment approach has extended to our school reporting processes as we seek to improve the relevance and accuracy of information sent to parents. Our reports have been redesigned to align with our changing assessment approach. Students identify whether they are working towards, at or beyond a specific outcome or learning goal and support this with evidence from their learning. Their negotiated position is then directly imported into reports, ensuring that every student understands where they sit in their reports, and why, without any surprises. We are now in the process of developing assessment strategies to better analyse our progress in the teaching of critical and creative skills. Our student–led conferences were introduced in late 2016 and were refined throughout 2017, with greater emphasis on the students leading the sharing of their learning with parents. Feedback from our community on this approach has been very positive and has been supportive of the change. We have now completed 3 sets of student–led conferences with students displaying more awareness of their own strengths and areas of improvement in each one.

### Teaching

As a team, we have made significant progress in refining our planning processes and **Effective Classroom Practices**, with ongoing collaboration and sharing of student progress between staff. This team approach has helped us to identify areas within our planning processes that are working, and areas that require further attention. This attention to detail has been very necessary as a means of ensuring our innovative programming approaches are well–grounded and meet the needs of our students, as well as our accountability requirements. This collaborative approach helped us identify the need for more explicit teaching of key skills and content at the time of need, and as a result, we have adapted our approach within project–based learning activities to achieve that. We have begun to introduce student conferencing into the classroom as a way of giving students more responsibility over their learning, making the teacher a facilitator rather than director of learning. This is an area where we have been developing our feedback skills and providing students with the guidance to take their next steps in learning. Engagement is high in classrooms, as indicated through the *Tell Them from Me Survey* and, as a result behaviour management issues are minimal, with clear behaviour expectations in place. For these reasons, we believe that that we have progressed from delivering to **sustaining and growing** in this area.

**Data Skills and Use** was identified as an area for improvement in late 2016 but remains a work in progress, with some movement towards sustaining and growing. We have made significant improvements in how we gather student progress and achievement data and have utilised this data to support the development of priorities for the 2018–20 School Plan. Regular analysis of PLAN data has allowed us to better highlight and target students for specific support to move up the continuum. We have engaged in critical analysis of NAPLAN data at both an individual and whole school level to identify areas of success and for improvement, but most importantly, we share evidence of learning as a team. We are in the process of developing consistent assessments for use across the whole school to help with consistent and

comparable judgment of student performance and to monitor student progress. We remain at **delivering** in this area.

It is in **Learning and Development** that we are proud to see movement from sustaining and growing to **excelling**, with the STEM Action Project forming a key focus of our professional learning in 2017. As a small school, the opportunity for our teachers to travel to like-minded schools as mentors has proven a great way to gain exposure to other innovative teaching practices and to further refine our own way of thinking. Exposure to a strong network of practitioners, supported by NSW Mathematics and Science Advisors has provided us with invaluable professional learning and the ability to reflect on, and evaluate our own practice. Staff feedback on this learning has been very positive and this is evident in classrooms as we see implementation of project-based learning, utilising skills and strategies picked up from these informal and formal learning experiences. As mentors, our teachers have been willing to open up their classrooms to visitors, to meet with a range of staff across over 15 schools to openly share what has worked for us, and what has not. The capacity of our own staff to lead the learning of others has increased exponentially.

## Leading

In **Community Engagement**, Parent feedback from the Tell Them From Me survey indicates a very strong collaborative and consultative approach to address school performance, placing us at **sustaining and growing**. Feedback has been sought on major initiatives this year such as the planning processes for the 2018–20 School Plan and our changes to reporting and student-led conferences. Feedback received has been addressed and incorporated into changes, where required. In **Performance Management and Development**, our culture of high expectations, lifelong learning and desire to be the best at what we do has motivated all staff to actively seek improvements to their own performance. This has been achieved through collaborative planning opportunities, observations of best practice across our school and others and professional learning that is targeted towards the specific needs of our staff, and our School Plan. Implementation of professional learning in classroom practice has been supported and monitored by the team, through analysis and sharing of classroom practice, observations and evidence of programming. We are currently at **sustaining and growing** in this area.

It is in planning that we excel, and this is evident in our relentless drive for research-supported continuous improvement, and the use of ongoing feedback and evaluation to refine and hone our practice. Our **School Plan** has been held as an exemplar by colleagues in the profession for its future focus and innovation, placing us as **sustaining and growing**. What is significant is the involvement of all our staff throughout the planning and evaluation process, and our whole team commitment to address our Strategic Directions and Improvement Measures. This thorough team understanding of our plan, and more importantly, of its successes and failures has ensured our 2018–20 School Plan is relevant and truly builds on the progress we have made. It has become clear that within our **Annual report** process, we still have much to do in the evaluation of our impact as we seek to gather clearer baseline data from which to determine growth. For this reason, we are **delivering** but will focus on achieving Sustaining and Growing in 2018. This will be achieved through collaborations with external organisations on the effective gathering and analysis of data.

In School resources, we have made significant strides in the delivery of **Technology** that is accessible for all, and that effectively supports learning in the classroom, as well as administrative functions. Our staff, particularly in K–2 demonstrate expert integration of technology in learning at the point of need and have mentored staff in other schools in best practice. This has been supported by significant investment in new portable devices for students, with close to a 1:1 ratio of students to devices. We have placed ourselves at **excelling** in this area. With changes to our financial processes in late 2016, we are in the early stages of learning effective financial and budgeting processes using new computer systems and this is an area of improvement for 2018, to move us beyond our current position of **delivering**.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Self-regulated Owners of Learning

#### Purpose

To foster a culture of life-long learning and high expectations for all learners in an environment where Visible Learning goals are established, monitored and critically reflected upon. Learners, with support, will identify their own differentiated learning pathways to success in writing, in collaboration with other stakeholders. To ensure learning is evidence-based and aligned to the NSW Syllabuses for the Australian Curriculum. To achieve this, data will be systematically monitored and reviewed against curriculum outcomes and Literacy continuum to ensure challenging goals and set and achieved. To promote collaboration, ongoing dialogue and feedback as effective tools to drive self-improvement and increase capacity.

#### Overall summary of progress

We have made significant progress within this strategic direction through the refinement of our assessment and reporting processes. Students are now comfortable with reflecting on, and evaluating their own performance against specific learning success criteria. They can confidently share these reflections with others through personal reflections in reports and student-led conferences. Students can identify which writing clusters they are working towards and the specific skills they need to demonstrate to achieve learning goals. PLAN data now plays a more significant role in tracking and measuring student progress with five-weekly analysis informing classroom practice and differentiation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students understand and can clearly articulate their learning goals in writing. They can describe the next step in their learning.		Through classroom observations and particularly, through analysis of student self-reflections for reports and student-led conferences, 79% of students are now comfortable articulating their learning goals in writing, aligned to the Literacy Continuum and related "I Can" Statements.
100% of students demonstrate growth in literacy and numeracy in school-based assessments and data.	\$2000 Literacy & Numeracy resources	External data from NAPLAN indicates strong growth in Numeracy from years 3 to 5 with all students making gains. This growth is also demonstrated within our internal PLAN data and assessments. Growth in Literacy has been less consistent, particularly in writing but is still clearly evident.
90% of students sit in, or above their expected cluster on the Writing Continuum.	\$3000 writing program supported by LaST & \$1000 Professional Learning in Writing strategies	Currently, 66% of students are sitting in, or above their expected cluster in writing, indicating that we have further work to do in this area. Significant work in the lower years has resulted in more students performing at or above (77% in K-3).

#### Next Steps

- Examine how we can better gather accurate baseline data to ensure we can effectively measure and analyse growth and provide more targeted support to those students who require it. This may include the development of writing pretests and PAT tests to identify gaps in learning.
- Further investigate how we align curriculum content to project-based learning so we can better track and evaluate explicit teaching of Literacy and Numeracy in context of student projects. Also, we plan to continue the development of our hexagonal mapping tool, alongside the Towards/At/Beyond charts to ensure students can see what outcomes they are working towards, but can also evaluate their progress towards specific learning goals.
- Integrate effective Gifted and Talented teaching strategies into ensure greater enrichment and challenge for high-performing students.
- Develop our use of Growth Mindset strategies within the classroom and ensure that metalanguage of resilience, grit and determination to achieve specific learning goals is embedded in all classrooms.

## Strategic Direction 2

### Creative Problem Finders & Solvers

#### Purpose

We are a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources. We foster an environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes. Our school culture promotes and encourages critical thinking. Ideas are continually challenged and many questions asked. Open-ended problems engage learners and challenge them to think outside the box. The foundations of learning, literacy and numeracy are embedded in all learning through innovative and integrated programming.

#### Overall summary of progress

This has been our area of great strength this year, particularly through our collaboration with the STEM Action Project (NSW Department of Education) where we have led the development of innovative, flexible and creative project-based learning. This has led to increased engagement of students but also an improvement in our reputation within the wider community. We are fortunate that, as a small school, we have the ability to be nimble and responsive to what works, and what does not. All our staff have been behind our focus on problem-based learning and have driven the ongoing improvements and refinements to our planning and lesson delivery based on their own experiences.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students indicate greater engagement in learning through inquiry-based learning.	\$2000 for STEM Resources	Tell them from Me surveys indicate high engagement among students, particularly in the areas of inquiry-based learning. Exit slips and student interviews demonstrate enthusiasm and curiosity for learning in the design space and research projects. Students in leadership roles are demonstrating greater initiative and willingness to drive their own projects.
100% of teachers identify improved understanding of inquiry-based Learning and it's implementation.	\$10000 Professional Learning in Project-Based Learning and school visits (funded through STEM Action Project).	All classroom teachers have indicated an improved understanding of inquiry-based learning, particularly with a STEM focus and this is clearly demonstrated through lesson observations, collaborative planning discussions, their own programming and delivery of units of work. As a team, we have continued to develop as mentors to other schools, and have hosted professional learning opportunities for large groups of schools.
All teacher programs show evidence of integrated planning and backwards mapping of outcomes.	\$1000 Professional Learning	All programs show clear evidence of integrated planning, and have been used as exemplars for other schools within the STEM Action Project. Many planning sessions have involved the collaborative planning of integrated learning activities and we have begun to use the Hexagonal Mapping Tool to better visualise and plan integrated units of work.

## Next Steps

This integrated approach to learning forms the back-bone of our 2018–20 School Plan as we seek create an effective balance between open-ended, creative learning opportunities and carefully planned, explicit teaching opportunities that focus on specific curriculum content and skills. It is our plan to:

- Refine the backwards mapping process to ensure that outcomes are clearly identified and taught explicitly at the point of need.
- Further develop our use of the Hexagonal Mapping Tool to plan project-based learning and make the integration of learning visible to all students. This process will aim to ensure greater flexibility and integration of Key Learning Areas in planning and teaching.
- Provide further professional learning around project-based learning programming and teaching strategies to ensure academic and cognitive rigour within units of work.
- Narrow in on the General Capabilities, with a strong focus Critical and Creative Thinking and how these can be effectively taught and assessed, using current research.
- Better integrate Aboriginal and Torres Strait History and Culture into our Project-based Learning, in consultation with the local Aboriginal community.



## Strategic Direction 3

### A School Without Walls

#### Purpose

Scarborough Public School is a connected and accessible school within a local, regional and global community which relies on strong communication to learn and share ideas. Our classrooms are open to the community providing genuine purpose and audience for our learners. The effective, safe and ethical use of social media and web-based technologies are fostered to enhance communication and online collaboration with all stakeholders. Learners are immersed in an information-rich environment where they confidently and critically use a wide variety of information to build new knowledge.

#### Overall summary of progress

Our main focus in 2018 was to develop our learning spaces to support the more flexible learning approaches we are delivering in classrooms and to further develop our relationships with like-minded schools and organisations. Our classroom furniture is now in place within two classrooms and has been very effective in transforming our classrooms from traditional, inflexible spaces to open-plan, flexible learning environments that provide a variety of different ways for students to work. We have also become a STEM Action School, developing our own network of 15 schools with which to collaborate and mentor in project-based learning and STEM. This has allowed us access to observe best practice in other schools and to cross-pollinate ideas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of learners are accessing and critically evaluating a wide range of information sources and global content, including using personal learning networks to solve open-ended, real and authentic problems.	\$3000 for new technology, including iPads  \$1000 Literacy resources for library	Project-based Learning units have required students to access and critically evaluate a range of resources online and within the library. We have begun to examine projects through the lens of Blooms Taxonomy to ensure that students are required to analyse, evaluate and create new products or ways of viewing things using their knowledge, and our observations and feedback from students indicates significant growth in this area from K-6. We require further work on how we teach these critical and creative thinking strategies explicitly.
100% of Stage 2 and 3 students demonstrate an understanding of the safe use of online communication and collaboration through digital tools.		No further progress has been made in this area. Classrooms have covered safe online communication and collaboration within the context of classroom learning, but not explicitly. This area has become a less significant part of our school plan.
All classes demonstrate effective, flexible use of space for group work using new furniture.	\$13000 (including \$10000 NSW Premier's Discretionary Grant)	New furniture has been delivered and teachers have been experimenting with effective layouts to support more flexible learning pedagogies and group-based learning. New whiteboards have been installed in two classrooms to support Vertical Learning strategies, supported by current research from University of Wollongong. Lesson observations and student feedback have indicated that the furniture has been effective in moving teaching from the front of the class and has facilitated more effective group work and conferencing with the teacher.

## Next Steps

Once again, the need for more explicit teaching of Critical and Creative Thinking Skills has become very clear throughout the implementation of this 3 year plan. Our understanding of what this looks like has evolved considerably and requires further focus in the 2018–20 School Plan. We will:

- Continue to develop innovative and effective ways to improve the academic and cognitive rigor of our planning and delivery of project-based learning, focussing on Critical & Creative Thinking. We will develop effective tools to measure the quality of our programming in this area and identify areas of improvement.
- Investigate the effectiveness of our flexible learning environments and how they support our changing pedagogy. It is our plan to collaborate with the University of Wollongong on a research project in this area to investigate movement around the classroom of students and teachers.
- Continue to build working relationships with local business and higher education through collaborative projects.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2241	Increased learning support for students from K–2 through SLSO, leading to better differentiation of learning within a diverse classroom and more effective challenge for our one Aboriginal student.
<b>Low level adjustment for disability</b>	\$16155	All targeted students received significant in–class support from LaST and SLSO, demonstrating strong growth in Literacy and Numeracy, particularly in spelling and reading.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$9016	Release time for executive has provided opportunities for more instructional leadership around project–based learning as well as the provision of staff collaborative planning time. Release time for LaST to attend relevant professional learning has led to more structured and organised Learning & Support delivery.
<b>Socio–economic background</b>	\$2017	Purchase of literacy resources for the school library which has seen an increase in students borrowing quality texts.
<b>Support for beginning teachers</b>	\$13467	Provided mostly in the form of additional release and mentoring time, these funds have allowed for more detailed planning of units of work and the delivery of team teaching/mentoring opportunities. A successful, collaboratively planned project–based unit of work was delivered as a result. Additional professional learning was provided to support our strategic directions and the implementation of this learning in classroom practice was clearly evident from observation and programming.



## Student information

liaise closely with the Home School Liaison Officer to follow up on any attendance issues.

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	39	36	33	32
Girls	35	37	43	38

Student enrolments have remained steady as we continue to draw more students from our local area, with Scarborough being the school of choice for our local families. It is expected that numbers will decrease in the short-term as exceptionally large cohorts in years 4–6 leave us for high school in coming years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	98.5	94.3	93.1
1	96.7	93.4	94.4	92.3
2	94.3	96.9	94.2	94.3
3	95.9	94.2	96.5	93.5
4	90.5	95.3	96.5	94.2
5	95.1	89	97	96.3
6	95.4	95.1	87.9	95
All Years	95	94.5	94.9	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Student attendance at Scarborough Public School is strong within a community that really values education, with minimal regular absences and incidents of lateness. Most significant absences tend to be due to holidays taken during term time. Regular follow-up letters and phone calls are used to ensure absences and incidents of lateness at school are minimised. We

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.35
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

Throughout 2017, our one permanent Aboriginal teacher has been working in a relieving Assistant Principal role in rural NSW.

### 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

As of December 2017, two members of teaching staff are maintaining their accreditation at Proficiency. Two additional teachers will become accredited at proficient under new NESA requirements in 2018, as all staff come under the Australian Professional Standards. One graduate teacher is working towards accreditation at Proficient and is supported by Beginning Teacher Funding to provide additional release time for planning and to work with a mentor.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	24,703
<b>Revenue</b>	831,433
Appropriation	725,283
Sale of Goods and Services	601
Grants and Contributions	105,161
Gain and Loss	0
Other Revenue	0
Investment Income	388
<b>Expenses</b>	-780,993
Recurrent Expenses	-780,993
Employee Related	-616,465
Operating Expenses	-164,528
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	50,440
<b>Balance Carried Forward</b>	75,143

This year, we have found it challenging to effectively monitor expenditure as we transition into new budgeting systems and changing administration staff. For this reason we have been conservative with spending, leaving a higher than usual balance at the end of the year.

The 2018 school budget was developed in consultation with our Finance Committee, which includes a parent representative and our School Administration Manager. Income and expenditure is reviewed on a monthly basis by the Principal and School Admin Manager to ensure the most efficient and effective use of school funds to support learning.

We had some significant expenditure in the form of new classroom furniture (\$13,000), Playground development (\$25,000) and also expenditure related to the STEM Action Project, for which received a \$40,000 grant (split between Scarborough and Otford Public Schools). This included costs associated with running a professional learning event for over 80 educators.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	582,131
Base Per Capita	11,615
Base Location	0
Other Base	570,516
<b>Equity Total</b>	20,413
Equity Aboriginal	2,241
Equity Socio economic	2,017
Equity Language	0
Equity Disability	16,155
<b>Targeted Total</b>	14,733
<b>Other Total</b>	49,478
<b>Grand Total</b>	666,755

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

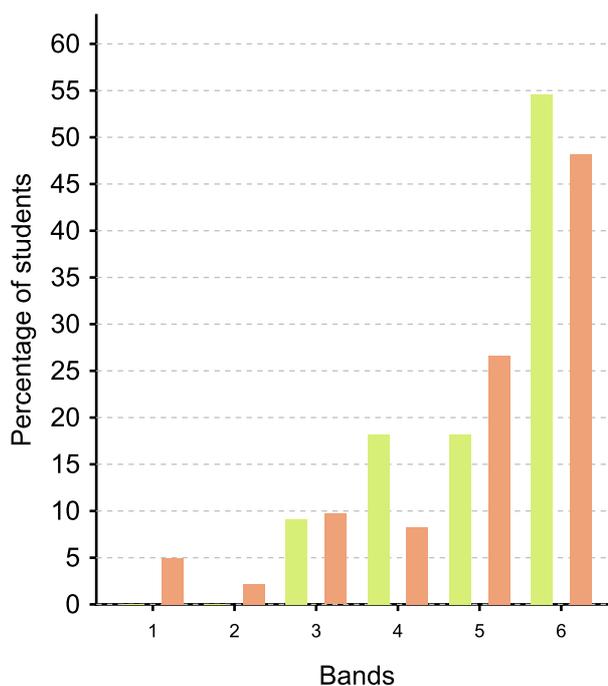
## School performance

### NAPLAN

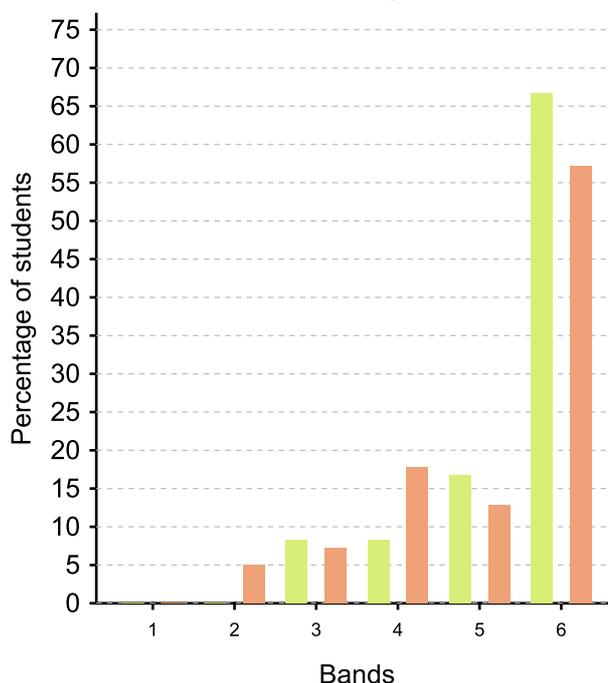
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our NAPLAN results in 2017 were strong, particularly within our Year 3 cohort in Literacy. However, it is important to note that small cohort sizes can have a significant impact on the overall performance of our school and can significantly distort results, when analysed as a whole cohort. We have identified Writing as a continuing area of focus and this is reflected in our planning processes for the 2018–20 School Plan.

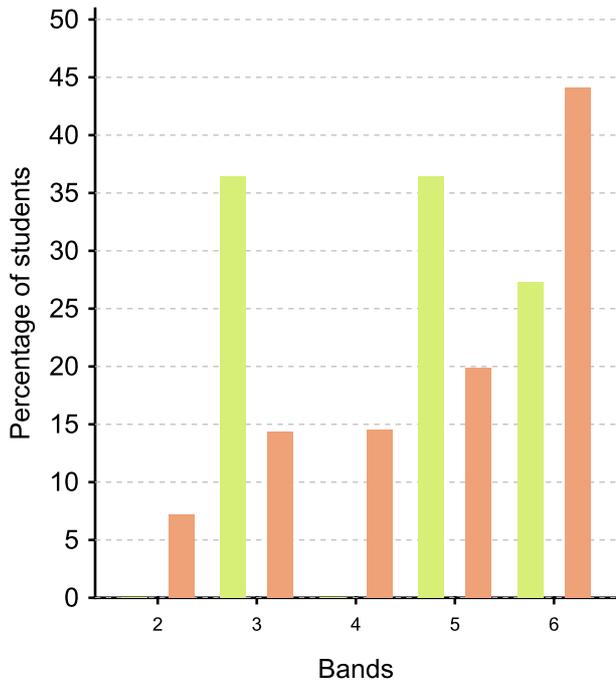
**Percentage in bands:**  
Year 3 Grammar & Punctuation



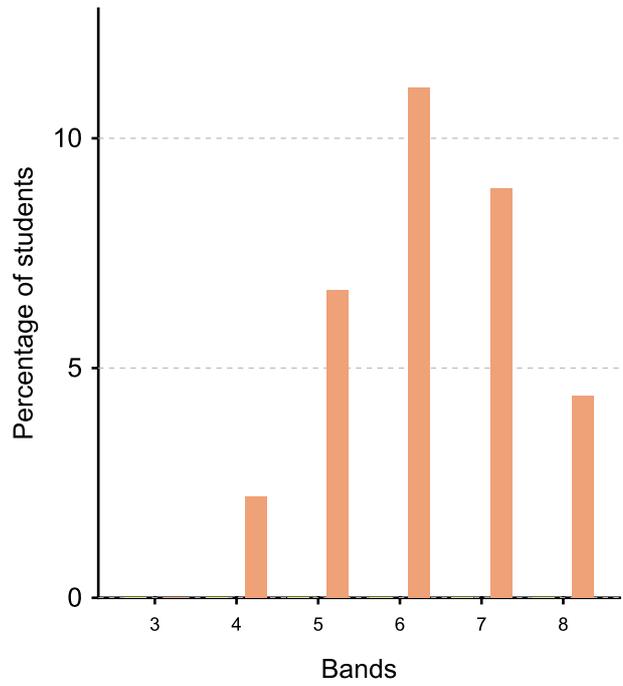
**Percentage in bands:**  
Year 3 Reading



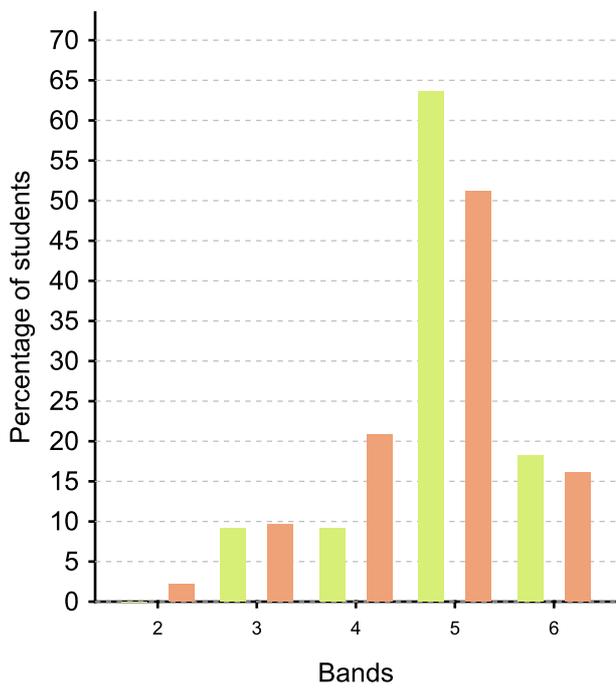
**Percentage in bands:**  
Year 3 Spelling



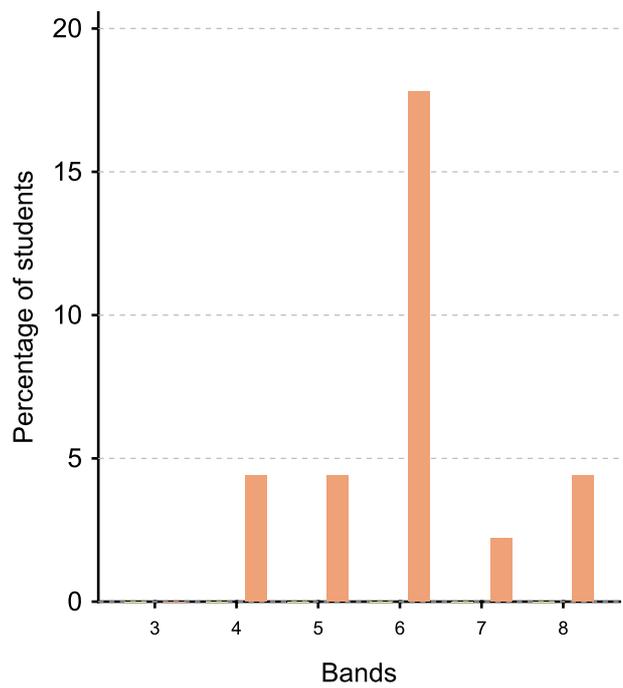
**Percentage in bands:**  
Year 5 Grammar & Punctuation



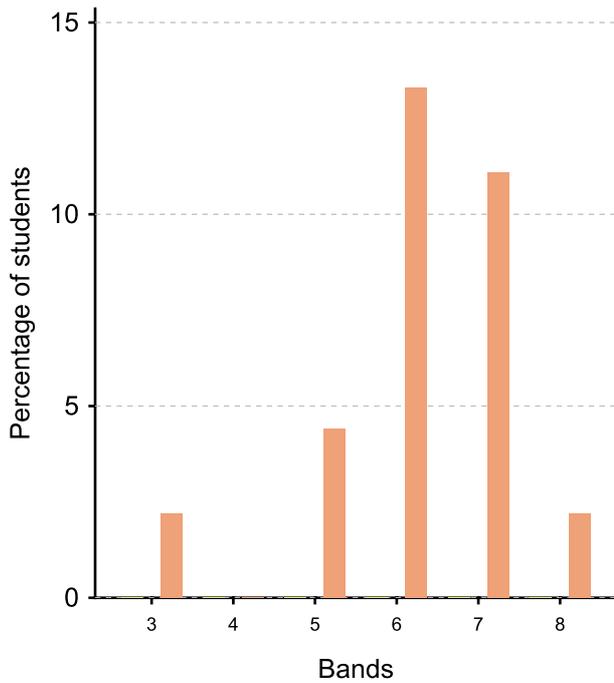
**Percentage in bands:**  
Year 3 Writing



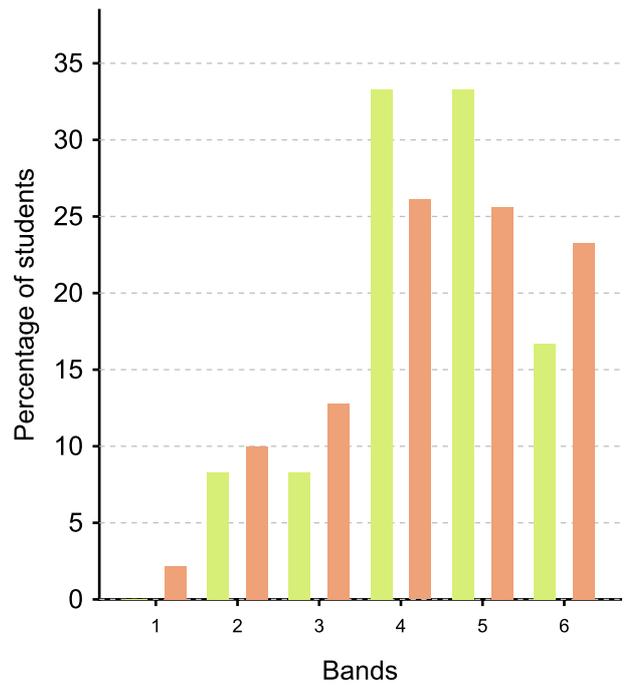
**Percentage in bands:**  
Year 5 Reading



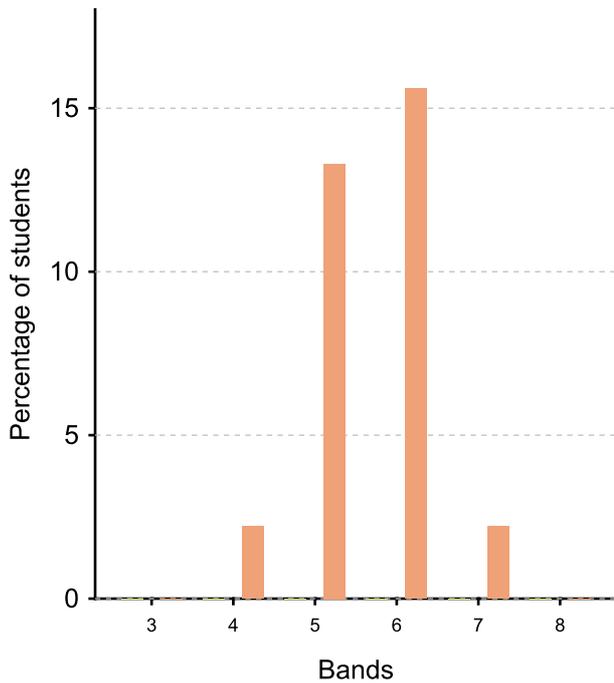
**Percentage in bands:**  
Year 5 Spelling



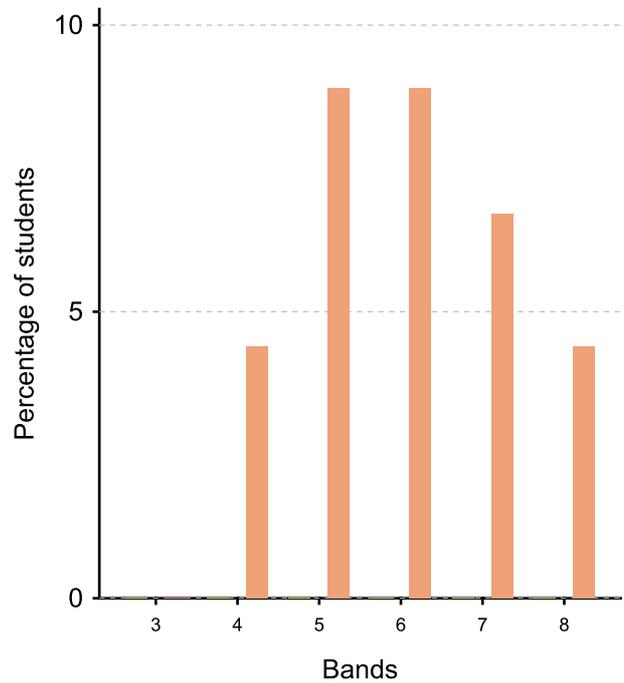
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



Our Numeracy results show good growth but also show the need for further work in this area within our 2018–20 School Plan. This need is particularly evident in the context of our ongoing STEM focus and the more explicit teaching of Maths concepts and skills in authentic contexts.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

**The best way to evaluate the performance of our school is to visit us, talk to us and let us show you**

## our learning in action.

At the end of 2017, no students at Scarborough Public School identified as Aboriginal.

## Parent/caregiver, student, teacher satisfaction

All **students** in Years 4–6 completed the Tell Them from Me survey in terms 1 and 3 of 2017. Feedback showed that :

- feel a very strong sense of belonging at school with positive relationships within the school
- they value the achievement of learning outcome but require more rigour and challenge in learning
- students believe we have positive behaviour at school with low instances of bullying
- 79 % of students know where they are in writing and where they need to go next
- 72% think STEM investigations help them learn to solve problems and to be creative
- 79% are interested and motivated in learning.

**Parent** responses to the TTFM Survey were low, meaning that the data has a low level of integrity. From those who responded, we learned:

- The school is seen as safe and very inclusive
- 77% believed that STEM and Project-based Learning is increasing the engagement of students
- 92% indicated that our reporting processes were effective
- 67% of parents indicated an increase in their children being able to articulate their writing learning goals
- informal student-led conferences were seen as more useful than traditional parent interviews (this is also supported by interview exit surveys)

In addition to the TTFM survey, it has been identified by parents that greater challenge is needed for students who are performing at the top-end, a view that is reflected in our assessment data.

**Staff feedback** was received through reflections within their own Personal Learning Plans as TTFM survey data is not appropriate for such a small staff. We are fortunate in such a small school to be able to share our views together easily. All of our staff have indicated their support for the directions of our School Plan and have believe that their professional learning opportunities throughout 2017 have supported their own ability to deliver on the vision of the plan, particularly in our project-based learning/STEM focus. As a team, we believe that our integrated approach to teaching the curriculum is well supported by research and is delivering observable, positive change. Our need to further improve our explicit teaching of content and skills in authentic learning situations has been identified by all teachers and the Hexagonal Mapping Tool has been embraced by all staff as a means of achieving this. Student-led conferences and our new reporting format are supported by all teachers, and were

developed in collaboration with the whole team.

## Policy requirements

### Aboriginal education

In 2017, most of our focus on Aboriginal education was evident through our commemoration of key days and events such as National Sorry Day, Reconciliation Week and NAIDOC Week. We have increased our engagement with the Northern Illawarra Aboriginal Educational Consultative Group throughout the year, resulting in our successful participation in the NAIDOC Public Speaking and Debating Challenge. All Aboriginal students have Personalised Learning Plans in place, prepared in collaboration with their family, that celebrate their Aboriginal heritage and set negotiated learning goals. We have begun consultation with the NIAECG to ensure our 2018–20 School Plan integrates Aboriginal education into our programming in a deeper, more relevant way.



### Multicultural and anti-racism education

We have one trained Anti-Racism Contact Officer (ARCO) on staff to respond to complaints of a racist nature. In 2017 we did not encounter any issues in this area. As a school with a limited spectrum of multiculturalism, this is an area which requires greater attention in classrooms to raise awareness of the importance of different cultures to our society. This understanding is taught in our classrooms in the context of our three values of being Safe, Respectful Learners. In 2017 we celebrated Harmony Day with a whole school event to showcase our different cultural heritages and what they mean to us.

### Other school programs

#### Sporting Programs

What a year 2017 has been in sport for Scarborough Public School! We received the Percentage Points Champions Trophy for District Swimming and District Cross-Country; We had Scarborough students represent the North Wollongong District at Regional Swimming, Cross-Country and Athletics, as well as State level Swimming. Our talented and dedicated Scarborough Soccer Team were runners-up at the State Finals of the Small Schools Soccer Knock-Out

competition this year. An amazing achievement! Highly successful in-school programs were run each term, engaging students in a range of physical activities and developing their skills; Yoga and Mindfulness (term 1), Athletics (term 2), AFL (term 3) and Gymnastics (term 4). Scarborough students also participated in the Premier's Sporting Challenge, Surf Sense and Swim Scheme, along with PSSA Touch Football, AFL Gala Day and Dragon Tag. It has been an action-packed and highly successful year of sport and, as usual, Scarborough's students have conducted themselves with a willingness to 'give it a go' and a wonderful sense of sportsmanship. James So (*Sports Coordinator*)

### **Student Leadership**

The Seacliff Community of Schools has a commitment to developing leaders in our local primary schools. Led by Bulli High School, Scarborough PS participated in the Year 4/5 leadership team program in in 2017. The interest in the program shown was overwhelming and team members were chosen through a rigorous speech/presentation outlining why they wished to be a part of the leadership team. Lola, Rose, Manuela and Sofia, our selected team for 2017, have done an outstanding job. Through conversations with their peers they identified that students wanted the monthly meal deal program to return to compensate for our school not having a daily canteen. In consultation with Miss Coleman and Mr. Hopkins they set out to plan dates for each month and choose a theme to coincide with the different cultures here at SPS. The girls have given up their lunch times and worked tirelessly together to offer the school different themed meal deals over the months. From a teacher's perspective the leadership skills the girls practised, refined and developed have been most impressive to watch. Their effective communication, ability to negotiate, work together as a team and delegate individual roles has led to many successful meal deal days.

This year Jaimie, Lani, Pippi, Savy, Rosie and Kieran have represented their peers as the 2017 Student Representative Council. Term 1 saw this dynamic team drive the Jump Rope for Heart fitness/fundraising program with a whopping \$1809 raised by the community for heart disease. More importantly the students were given the opportunity to practise and refine the fundamental movement skill of skipping in a fun, supportive environment. Georgia Coleman (*Leadership Coordinator*)

### **Music Program**

Our music program, funded by our P&C continues to flourish with the leadership of Mrs De Clouett, followed by Miss Bynon (from term 3). Students have experimented with music composition using tools like Garage band on the iPads and performance on our wide range of instruments. Our ensembles rehearsed though out the year and performed that our annual Scarborough Art Show and the Wollongong Instrumental Festival. Through additional school funding we have now established a growing choir with regular rehearsals every Friday, which we hope to build on in 2018 with more performance opportunities.