

# Scotts Head Public School

## Annual Report



2017



3635

## Introduction

The Annual Report for **2017** is provided to the community of **Scotts Head Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Gillian Stuart

Principal

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### Message from the Principal

Scotts Head Public School promotes a holistic approach to student learning and wellbeing by nurturing each student's academic, physical, emotional, cognitive, social and spiritual life within the framework of the Department of Education's policies.

In the last three year planning cycle we have had a school focus to improve our students' literacy and numeracy outcomes. While providing opportunities in problem solving, perseverance, flexibility, creativity, curiosity, collaboration, cooperation, reflectiveness, important future focused learning skills, consistent with our school vision.

Our belief is that as a child flourishes as a unique individual, in each of these areas, his/her academic development will reach its full potential. At Scotts Head Public School we pride ourselves on the academic achievements of our students. Our year averages (compared to the Association of Independent Schools and the State Schools) reflect a strong NAPLAN Performance across the school from K to Year 7 of student growth, an exemplary result. In summary, the school's value-add trend is positive across the school and beyond. At least 35% of students achieved in the top two bands for NAPLAN in reading, writing and numeracy. A result rating of sustaining and growing measured by the School Excellence Framework.

Scotts Head Public School is committed to ensuring quality teaching programs in our school where students, teachers, parents and the school community plan and work cooperatively to provide the most responsive, supportive and challenging learning experiences for students in a safe, caring environment.

We see our school as a place where students develop values, attitudes, skills, knowledge and habits of mind through a growth mindset, to enable them to be caring, responsible, competent and self directed learners. Willing and able to take their place positively and effectively in society and the global context.

The school encourages the development of staff as competent and skilled professionals, who find fulfilment and enjoyment in their careers and value the establishment of partnerships with parents and the community in the education of the students. Our students enjoy an exciting learning environment that includes well resourced classrooms and excellent playground facilities, set in a beautiful natural environment All students have access to the latest technology in classrooms preparing them for the technological future. The majority of students feedback in school surveys, is that they love coming to school, giving an average rating of 9 / 10, where 1 is OK and 10 is Excellent.

We ensure a safe, caring, happy, kind, orderly and productive learning community based upon respectful relationships.

## School background

### School vision statement

At Scotts Head Public School the learning opportunities we provide for students are: engaging, flexible, diverse and encompass contemporary and future focused contexts. The staff foster and nurture innovative practises, implementing a cohesive learning experience, through quality teaching and a network of partnerships within local and global communities.

We continue to build an open, ethical and responsible culture, in which all individuals are valued, in a shared purpose that is productive. We are a collaboration of professionals, learning from other, developing expertise, where every teacher's effectiveness is progressively enhanced, improving positive outcomes for students. We aim to ensure a safe, caring, happy, kind, orderly and productive learning community based upon respectful relationships.

### School context

Scotts Head Public School has an allocation of 6.336 teachers with an enrolment of 94 students. This consists of five classroom teachers and a loading of 1.6 teachers of Indonesian language, with the remainder coming in the form of RFF, LaST, Part-time component and IT Teacher.

Scotts Head Public School is unique, as we are one of only four primary schools in NSW offering our students a Bilingual Program. The program delivers the regular curriculum in a particular subject in Bahasa Indonesia, developing language skills, knowledge, understanding and acceptance of Asian societies, cultures and environments.

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

At Scotts Head we have a strong environmental ethos in the school, with the school located on the coast on the edge of Gaagal Wanggaan National Park. This provides outstanding environmental values, which is integrated into the regular curriculum to encourage the students to learn the value of healthy and sustainable living and its importance to people and the environment. In the school garden, children learn to grow, harvest and prepare organic fruit and vegetables, which is used in class cooking programs..

The Gumbaynggirr Pathways to Learning Project– Bush Tucker Track; is a learning resource, in the form of a walking trail through a restored remnant forest. This promotes biodiversity values through the "accessible" concept of bush tucker/medicinal plants. Our focus is building stronger links with local indigenous elders, community members, national park rangers and bringing a greater understanding of local Indigenous culture, historical perspectives and knowledge systems within the school and the wider community of Scotts Head.

At Scotts Head Public School our mission is to nurture students' physical, social, emotional and academic wellbeing with a focus on Positive Behaviour for Learning (PBL). All our staff and volunteers are committed to supporting students and each other, creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking.

Our focus is to ignite the passion for lifelong learning and empower all to reach their full potential.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning we assessed our current practices as falling under the banner of Sustaining and Growing. In the element of Learning Culture, we have focussed on the delivery of differentiated, highly engaging, future focussed lessons. Students requiring individualised learning and behaviour plans have had programs written to suit their needs. PBL philosophy and expectations have continued to be taught and have consistently been maintained across K–6. In the element of Wellbeing, the school has embedded the Kismatter framework, with a focus on a growth mindset and the Habits of Mind. These frameworks tie together our existing wellbeing programs and offer additional social and emotional support for students and their families. Students have continued to be supported through a highly effective Learning and Support Team. In the element of Curriculum and Learning, extensive professional learning has been delivered to teachers in Literacy, managing behaviour and understanding trauma. Scope and sequences have been reviewed to ensure continuity of learning for students. The school continues to provide a wide range of extra curricula opportunities for students. In the element of Assessment and Reporting, emphasis has been on the tracking of student achievement in PLAN and also the use of PLAN together with the Literacy and Numeracy continuums to inform future teaching and planning. In the element of Student Performance Measures, our focus has been around improving growth between Years 3 to 5 in numeracy and reading through NAPLAN data.

In the domain of Teaching our current practices are falling under the banner of Sustaining and Growing. In the element of Effective Classroom Practice, through coaching and mentoring from an Instructional leader, has enabled teachers to reflect on and evaluate their teaching practice. In the element of Data Skills and Use, teachers have been involved in analysis of internal and external data in determining future teaching directions. In the element of Collaborative Practice, teachers are working together to improve teaching and learning. In the element of Learning and Development, extensive learning opportunities have been provided for teachers in the areas of literacy. Support is given to beginning teachers through the Induction and Mentoring Program. In the element of Professional Standards, teachers are able to track development against the teaching standards through the Performance and Development Plan process.

In the domain of Leading our current school practices are falling under the banner of Sustaining and Growing. In the domain of leadership, Scotts Head Public School is committed to the development of leadership in staff (through program leadership roles) and students (through peer support, SRC and the Student Leadership Team). A Community of School Principal Group has been newly established with 4 neighbouring primary schools, working collaborative to set a common strategic directions for 2018–2020. A key platform of our strategy is to implement a Mentoring/Coaching program for teachers to build capability over time, in assessing and reporting using the SEF and Hattie's research on Visible Learning. All five Principals meet on a monthly basis to monitor and evaluate all actions and report back to relevant stakeholders. This has resulted in shared professional learning and facilitates for improved learning experiences across all schools. A bilingual network has been created, that connects our rural school to the three Principals and staff in Sydney, to facilitate collaborative practices within the Bilingual programs, delivering on state language outcomes. In the element of School Planning, Implementation and Reporting, we have involved students, parents and staff in the use of evidence based data to inform future directions for Scotts Head Public School. In the element of School Resources, the school budget has successfully been used to resource the achievement of goals within the school plan. In the element of Management Practices and Processes, communication with our school community has been a focus for improvement. Parents were surveyed and response indicated the desire to create to parent Bahasa Indonesia language class.

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

A learning culture that promotes excellence

### Purpose

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

### Overall summary of progress

All children are cherished and valued at our school. Their care and protection goes to the heart of our society's wellbeing. We as a staff are excited about our school community vision for the school and our focus on respectful relationships. Our school values ensures a safe, caring, kind, orderly and productive learning community in which the right of all students to learn and experience success is supported. We acknowledge and recognise appropriate behaviour and responsible choice making. Our school bases our expectations of behaviour on four key values. These values were decided on by members of our school community and include: honesty, respect, responsibility and teamwork.

All staff have completed professional development on Growth Mindset. Through frequent updates staff and students demonstrated growth mindsets attributes and common language was evident in the whole school. Staff participated in Visible Learning professional development. Learning intentions and success criteria were beginning to be noticed in classroom programs and staff were developing strategies to share with parents and students. Teacher feedback enabled students to better understand where they sat on their learning continuum and what their next steps in their learning involved, for them to progress.. Staff participated in collaborative planning days in cross stages. The school culture is developing with teachers being more willing to share practise, due to the mentoring program with teachers meeting twice per term to look at student work samples and reflect on their teaching practise. The schools Scope and Sequence have been aligned with the Australian Curriculum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School leaders spend time working with teachers to improve their teaching practices including modelling, evaluation and providing feedback.	Teacher release staffing allocation of 10 days—\$5,000	Staff participate in collaborative planning days. The school culture is developing with teachers being more willing and share practice.  A mentoring program has been introduced with teachers meeting twice per term to look at student work samples and reflect on their teaching practice.  Training with an instructional leader developed teacher skills in the use of PLAN and literacy clusters, and understanding the Visible learning research.
Clarity about what students are expected to learn and be able to do; high expectation of every student's learning, explicit teaching of skills and content, individualised attention, and timely feedback to guide student excellence in learning.	Teacher release staffing allocation of 10 days—\$5,000	All teachers are now using the revised scope and sequences which have been aligned with the Australian Curriculum.  As a result of improved student data collection, analysis and feedback to students by teachers. Teachers have improved Assessment and Reporting skills to inform learning programs, resulting in students with greater understanding/ownership of their learning.  Learning intentions and success criteria are embedded in all classroom programs and staff are developing strategies to share these with students.  Teacher feedback is enabling students to understand their learning progress and their next

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Clarity about what students are expected to learn and be able to do; high expectation of every student's learning, explicit teaching of skills and content, individualised attention, and timely feedback to guide student excellence in learning.		steps for learning.

## Next Steps

Next step will be to empower students to understand the purpose of learning and how to learn. Teachers use data to inform and differentiate their teaching and learning programs and track student progress aligned to the literacy and numeracy learning progressions. Teachers engage in high quality professional learning within evidence based practises, reflective of student learning needs. Teachers use learning intentions and success criteria to provide feedback to improve student learning.

Further understanding attitudes of attributes of successful learning and these will be embedded through a focus on Student Wellbeing.

Our current and future work focus is:

- Children being at the centre of all choice making
- Every student, every teacher, every school, every leader improving every year
- Every child being known, valued and cared for in our school

Preparing young people to lead rewarding lives in an increasingly complex world which includes:

- A foundation in literacy and numeracy
- Strong content knowledge
- Ability to learn, adapt and be responsible citizens
- Working in partnership with parents, communities and other organisations
- Making education a great place to learn and work

## Strategic Direction 2

### Expert Teaching Team

#### Purpose

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

#### Overall summary of progress

Scotts Head Public School has implemented cross stage planning in classrooms as an intervention strategy to support class teachers to improve student learning. This has been well received by staff and has had a positive impact on student learning as a result. A focus for 2017 has been the delivery of explicitly focussed Teacher Professional Learning (TPL) to support individual professional goals and to supplement the strategic directions of the school plan. The school continued to build teacher capacity by delivering quality and personalised teacher training within a culture of high expectations (Feedback /Learning Intentions and Success Criteria, Syllabus Knowledge and understanding of Outcomes/Content). Valid and consistent student learning data used to develop teaching and learning opportunities for all students. These are based on student's point of need, in learning whilst maintaining culture of high expectations. Performance Development Plans (PDP's) are relevant and drive improvement. Non-teaching staff also prepared PDP's in 2017.

One of our innovative program was in Science, Technology, Engineering and Maths (STEM) learning that was offered to all classes from K–6, enabling students to build confidence, ability and skills using project and inquiry based learning strategies. STEM thinking is vital to learn in today's technological world as more companies and employers require STEM to help solve real world problems through the use of robotics. With this entrepreneurship students are exposed to a raft of national curriculum essentials. These include such fundamentals as literacy, numeracy, ICT capacity, critical and creative thinking, personal and social capacity and intercultural understanding.

As part of a Rural and Remote grant which we were successful in obtaining, 'A STEM in the Garden' project was implemented with Year 5/6 in Term 4. This enhanced students Science, Technology and Mathematics outcomes through project based learning. This unique pilot project drew on design led innovation. The approach built capacity and understanding in teaching and learning, to address food sustainability in rural and remote school communities. This project saw students and staff involved in botanical science experiments and testing using state of the art data logging equipment (robotic bricks).

The team was interdisciplinary in approach and connected Sustainability Environment Education Researchers from Southern Cross University, and a Cross Cultural Design Innovation expert with practicing Stage 3 primary school teachers and students from Scotts Head Public School and two other schools Krambach PS in Taree and Bexhill PS in Lismore.

Students produced and communicated reports, designed programs, monitored system and created an e-magazine blog to share their discoveries across the three different school sites. The findings from this small pilot study was used to inform a large-scale project for other NSW rural and remote schools and communities.

This project was significant because it enabled students to build on and share knowledge and skills with other participating students to take action toward sustainable food systems in changing climate conditions as "individual and collective endeavours shared across local communities" (Australian Curriculum, Assessment and Reporting Authority, 2013).

The entire student and staff community participated in the Bilingual program. The program benefitted by the employment of an Indonesian native speaker, two days a week for the entire year.. The KLA content of Science, HSIE (Geography), PDHPE, Creative Arts and Mathematics was delivered in Indonesian using CLIL (Content and Language Integrated Learning methodology, language and content assessment of equal value. CLIL incorporates KLA content, cognition (thinking skills) communication (listening, speaking, reading and writing) and culture (culture within the KLA content and awareness of other communities and their culture).

Lessons incorporated the use of technology, including computer, notebooks, iPad and interactive whiteboard including Indonesian online learning activities and assessment tasks utilising technology. Students in early stage 1, stage 1 and 2 participated in "Kompetisi Siswa", a state-wide Indonesian writing and drawing competition in Term 3. Early stage 1 obtained first prize in their category. Literacy activities focused on the KLA's being taught. Many Indonesian readers



were created and aligned with the KLA content.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a particular focus on improved teaching methods utilising the cross curriculum priorities in all key learning areas (KLAs) and professional learning is focused on building teachers' understandings of highly effective teaching strategies to create meaningful learning experiences.	IT Teacher 1 day  Teacher release for planning \$1 000  Indonesian Native Speaker  \$19,000– Grant from State Language Funds	There has been a focus on STEM throughout the whole school, with implementation in Stage 2 which has been highly successful, with students collaborative developed projects.  All classes had the opportunity to do coding in consolidate the STEM programs currently operating throughout the school.  A native speaking teaching Indonesian assistant become a valuable member of our expert teaching team.
Teachers work to ensure that all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs and ability levels. The school has an explicit, coherent, sequenced plan for curriculum delivery across K–6.	Rural and Remote Grant \$19,000	Indonesian developed Scope and Sequence K– 6.  Collaborated and delivered a project based learning across three schools in three regions through A STEM in the Garden project, enabled by a Rural and Remote Grant. This project was interdisciplinary in approach and connects practicing Stage 3 school teachers and students, in partnership with researchers from Southern Cross University. To consolidate current STEM programs across K–6.

### Next Steps

The STEM program in partnership with Southern Cross University will occur in Term 3 in 2018.

In 2018 we plan to expand our collaborative teaching practices across schools in an inquiry process design into stage 2 & 3, to enable further differentiation and student agency. We have begun talks with teachers in Indonesia on connecting with primary students, we have been trialling some superior video conferencing technology to use for this purpose.

In 2018, the Indonesian teacher from Scotts Head Public School will deliver the language enrichment program to Year 7 at Macksville High School, in a blended delivery model for 3 x 45 minutes/week. Some lessons will be delivered face-to-face (the schools are a short distance apart) and some lessons will be delivered via Video Conference or Zoom.

## Strategic Direction 3

### School Community Partnerships

#### Purpose

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

#### Overall summary of progress

Learning happens all around us all the time. We are responsible for ensuring the learning that happens at our school, is of the highest quality and grounded in strong relationships, with both students and their families. When parents are valued as the primary educators of their child and schools work strategically to develop strong partnerships with families; academic outcomes and achievement for all young people can improve. All parents want the very best for their children. At our school our commitment is to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our commitment to our students, parents and members of the community is that our school is a teaching and learning environment which enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way our school, in partnership with parents and carers, will equip children and young people to be active and positive contributors to the society in which they live. Our student wellbeing is being enhanced constantly, as our school connects with and draws on the expertise, contribution and support of our kind community groups. These groups consist of: our caring and dedicated staff; our volunteers that come in and help around the school, the work by the parents and friends committee, in the canteen, garden, in the library, with reading and in the office; the Surf Safety Program with the local Surf Club; the Supported Playgroup through Lifetime Connect and TAFE with vocational employment skills offered to the youth of the valley. Community engagement maximises how students connect, succeed and thrive. Congratulations and a huge heartfelt thank you to all the members of the village, we are all making a difference.

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

A combined research program was planned with Southern Cross University in Term 4 2017 to develop, implement and evaluate a STEM program. 'A STEM in the Garden' was a Stage 3 project that enhanced students' Science, Technology and Mathematic outcomes through project based learning. This unique pilot project was a design led innovation. This approach built capability in teaching and learning to address food sustainability in rural and remote school communities. The project exposed the participants to authentic cross-cultural food innovation learning experiences with purposely grown foods and foods native to Australia (Bush Tucker). Other schools continue to visit and experience our student led tours through the Gumbaynggirr Cultural and Leisure Track, a valuable learning resource that promotes biodiversity values through the 'accessible' concept of bush tucker/medicinal plants. Dreaming story murals now include the story of the two sisters and the bush tucker calendar, with local elder input and support.. Through art and the bush tucker track tours, the students and local Elders, developed a seasonal calendar as a way of learning that draws together authentic Aboriginal education. This has been localised and connected to real life purpose and contexts.

Celebrating Ocean Day was a new cultural event celebrated by welcoming the whales on Little Beach and listening to the story of the Two Sisters told by Unkya Culture Tours run through our local lands council. We joined millions of people from across our blue planet celebrating World Oceans Day on June 8. With the theme this year, "Our Oceans, Our Future".

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Scotts Head PS identifies potential community partners on the basis of their capacity to contribute to student learning opportunities and establishes	Sporting Schools \$ 3,400 State Grant \$10,000	<ul style="list-style-type: none"><li>The WAVES Program offered through the local Surf Lifesaving club, developing to a week program to provide an extension to the Swim and Safety swimming pool program, catering for the advanced swimmers.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
these links.		<ul style="list-style-type: none"> <li>• Lifetime Connect – providing staff for a supported playgroup where up to 18 children and their families access our learning centre facility. Little Whales, a transition to Kindergarten, commenced.</li> <li>• TAFE continued to build infrastructure around the 8 ways of Knowing. The school has been recognised as one of 15 schools in NSW Local School Local Decisions to be featured on their website for our successful and innovative Community Engagement Partnerships.</li> <li>• Uncle Richie's weekly visits for sports and wellbeing activities.</li> </ul>
Our school's partnerships are sustainable and have become an accepted part of the culture of the school community.	Global \$8,000	Students through art drawing with Nelli Gallop, identify and collate our local Indigenous seasons. Aboriginal people are deeply connected to their land. Each clan has knowledge of their area and the season changes and signs for that area. Traditional knowledge, like that captured in these Indigenous seasons' calendars, can tell us much about the ecology of our local area and have distinct ways of dividing the year up. This has deepened our students understanding of the connectedness of the Aboriginal culture.
Evidence of improved communication with parents and community members.	Community fund Raising \$3,500	The Paddock to Plate Garden Program was initially funded through a Stephanie Alexander Kitchen Garden Foundation. This garden provides opportunities for students to learn about sustainability and healthy living. Currently community members assist the staff and students in maintaining the gardens, chickens and worms, harvesting and utilising the produce. Activities are designed around the curriculum to integrate learning from the garden. Community members are involved via working bees including garden maintenance. The parent involvement with this Years Spring Fair increased by 200 %. Communication between home and school has been increased by an additional parent teacher night, regular use of Class Do Jo's and the introduction of the Schoolbag App.

## Next Steps

The next steps is aligning the Kitchen Garden project to support the introduction and implementation of the healthy canteen strategy and the Nutrition policy. Continue to develop partnership with Southern Cross University. To further develop additional strategies to ensure that parents are better informed about what their children are learning, how they are progressing and how parents can assist.

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

Celebrating Ocean Day again this year, inviting other schools to welcome the whales on Little Beach and listening to the story of the Two Sisters told by the Unkya Culture Tours run through our local lands council. We joined millions of people from across our blue planet celebrating World Oceans Day on June 8 with the theme in 2018 "Preventing plastic pollution and encouraging solutions for a healthy ocean".

Create Indigenous leadership, through cultural camps. Joining with other local schools and offering mentorship programs with students in the local high schools.



Parents were surveyed and response indicated the desire to move towards more electronic forms of communication.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 12,962	<p>Aboriginal School Learning Support Officer (SLSO) employed to work with students identified by the Learning and Support Teacher (LaST).</p> <p>All students have a Personal Learning Plan (PLP) and are making progress across the literacy and numeracy continuums and with personal goals.</p> <p>Gumbaynggirr language program implemented into two classes – beginners and advanced.</p>
<b>Low level adjustment for disability</b>	\$20,290	<p>School Learning Support Officers (SLSO's) employed to support student learning and wellbeing in classrooms and playground. Students were given additional support to access curriculum and engage in appropriate decision making across all school settings.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Release Staffing Allocation 0.061	<p>Teachers to discuss student learning through data conversations on a regular basis. Mentoring and lesson observation opportunities provided to enhance teaching and learning in classrooms. Evaluation, reflection, management and program development discussions held regularly to build teacher capacity.</p>
<b>Socio-economic background</b>	\$27,025	<p>School Learning Support Officers (SLSO's) employed across classes to support Literacy, Numeracy and behaviour. This enabled students to better access the curriculum in Literacy and Numeracy and students with additional behavioural needs to be supported to access the curriculum across all KLAs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	60	47	49	61
Girls	39	36	33	49

Enrolments at Scotts Head Public School have increased from 62 to 110 (76%) over the last five years.

## Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.7	93.2	94.8	92
1	92.4	93.5	95	92.4
2	90.5	92.7	93.3	94.4
3	92.2	95.1	95.5	93.6
4	96	94.9	93.7	93.3
5	89.9	96	92.3	93.2
6	91	91	94.6	92.2
All Years	91.9	93.8	94.2	93.1
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

The school monitors the attendance of student every day through ERN. Families who have a child who is absent for more than two days are contacted by the school. A follow up letter is sent home to the families who have unexplained absences. For students who are chronic non-attenders parents are contacted by phone and an interview is organised where an attendance plan is drafted. If there is little or no improvement in attendance the Home School Liaison Officer is contacted for further.

## Class sizes

Class	Total
KINDER/YR1	21
YR 1/2	26
YR 3/4	30
YR 5/6	26

# Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
Other Positions	1.6

\*Full Time Equivalent

The 1.6 staffing allocation is to support the Bahasa Indonesia language Program.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

## Professional learning and teacher accreditation



All teaching staff completed the Department of Education's Performance and Development Framework with each teacher having a Performance and Development Plan (PDP) comprising three to five goals aligned with accreditation requirements, the school plan and DoE priorities. Professional learning continues to be a high priority for Scotts Head Public School staff. Staff participated in regular professional learning activities designed to build capacity of staff, improve student educational outcomes and work towards the key priorities in the school plan.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>88,059</b>
Global funds	110,123
Tied funds	182,433
School & community sources	30,061
Interest	2,377
Trust receipts	2,029
Canteen	0
Total Receipts	327,022
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	6,333
Excursions	8,490
Extracurricular dissections	38,002
Library	505
Training & Development	484
Tied Funds Payments	149,726
Short Term Relief	6,772
Administration & Office	12,862
Canteen Payments	0
Utilities	11,344
Maintenance	8,490
Trust Payments	2,247
Capital Programs	0
Total Payments	245,254
<b>Balance carried forward</b>	<b>169,828</b>

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.

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	224,972
Appropriation	198,277
Sale of Goods and Services	0
Grants and Contributions	26,594
Gain and Loss	0
Other Revenue	0
Investment Income	101
<b>Expenses</b>	-121,185
Recurrent Expenses	-121,185
Employee Related	-82,851
Operating Expenses	-38,333
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	103,787
<b>Balance Carried Forward</b>	103,787

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Scotts Head Public School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HRbudget tool and the Electronic Financial Planning Tool. The intended use of funds available from 2017 is to upgrade technology in the school and the infrastructure to support it.

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	836,252
Base Per Capita	12,532
Base Location	17,649
Other Base	806,071
<b>Equity Total</b>	60,276
Equity Aboriginal	12,962
Equity Socio economic	20,290
Equity Language	0
Equity Disability	27,025
<b>Targeted Total</b>	82,920
<b>Other Total</b>	168,728
<b>Grand Total</b>	1,148,176

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

### School-based assessment

At Scotts Head Public School we pride ourselves on the academic achievements of our students. Our year averages (compared to the Association of Independent Schools and the State Schools) reflect a strong NAPLAN Performance across the school from K to Year 7 of student growth, an exemplary result. In summary, the school's value-add trend is positive across the school and beyond. At least 35% of students achieved in the top two bands for NAPLAN in reading, writing and numeracy. A result rating of sustaining and growing measured by the School Excellence Framework.

### 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.

At Scotts Head Public School we pride ourselves on the

academic achievements of our students. Our year averages (compared to the Association of Independent Schools and the State Schools) reflect a strong NAPLAN Performance across the school from K to Year 7 of student growth, an exemplary result. In summary, the school's value-add trend is positive across the school and beyond. At least 35% of students achieved in the top two bands for NAPLAN in reading, writing and numeracy. A rating of sustaining and growing in the School Excellence framework..

In Reading Year 3 71% of students achieved the top 2 bands.

In Reading Year 5 14 % of students achieved the top 2 bands.

In Spelling Year 3 43% of students achieved the top 2 bands.

In Spelling Year 5 50% of students achieved the top 2 bands.

In Grammar and Punctuation Year 3 71% of students achieved the top 2 bands.

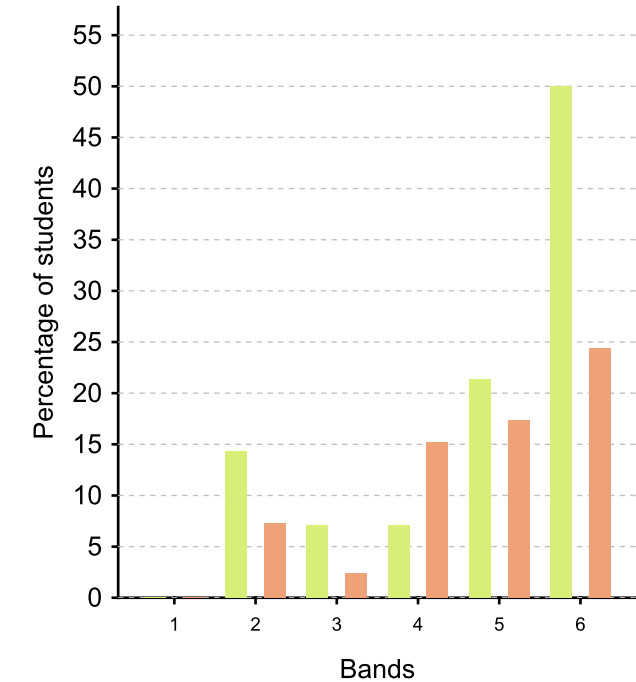
In Grammar and Punctuation Year 5 29 % of students achieved the top 2 bands.

It has been indicated through the data that the focus for 2018 will be to improve students writing.

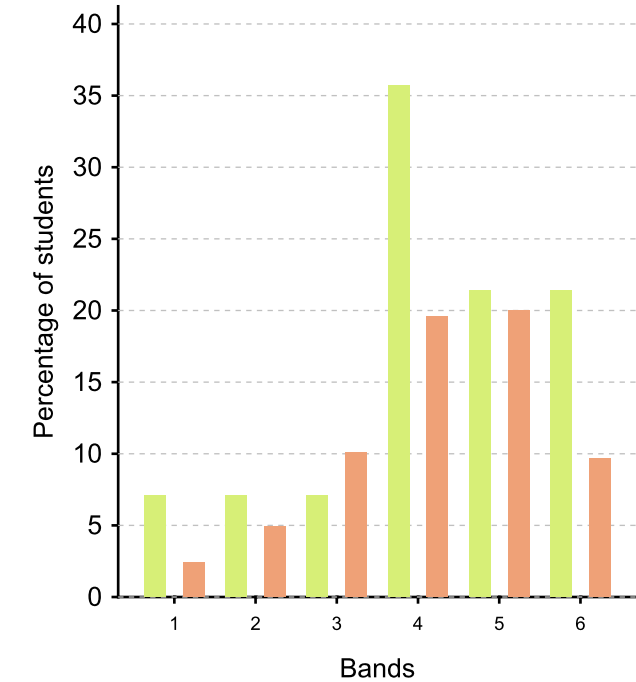
In Writing Year 3 Year 29 % of students achieved the top 2 bands.

In Writing in Year 5 Year 7 % of students achieved the top 2 bands.

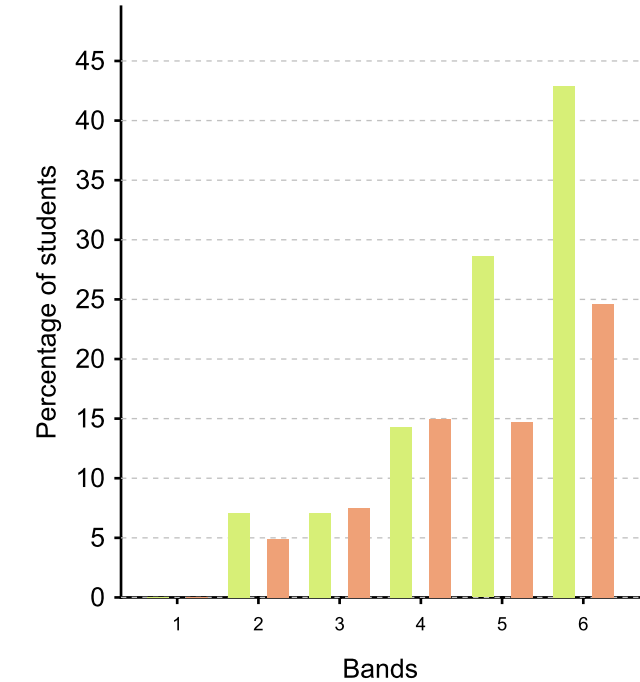
Percentage in bands:  
Year 3 Grammar & Punctuation



Percentage in bands:  
Year 3 Spelling

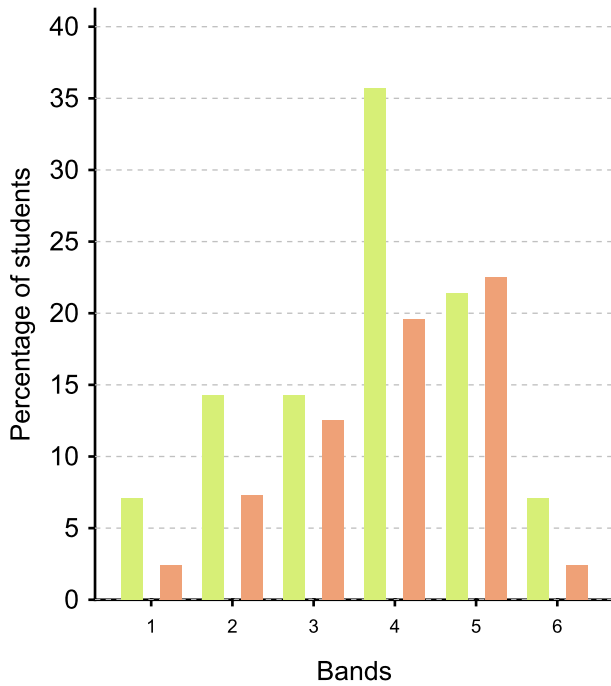


Percentage in bands:  
Year 3 Reading

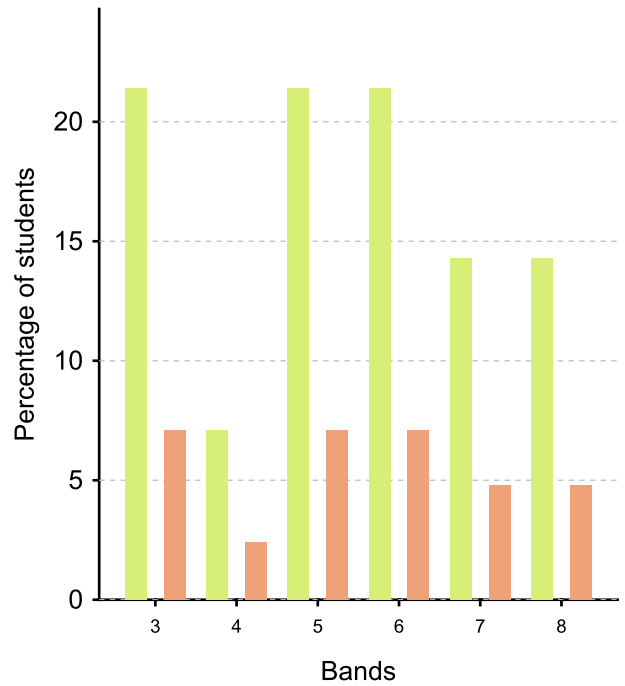




**Percentage in bands:**  
Year 3 Writing



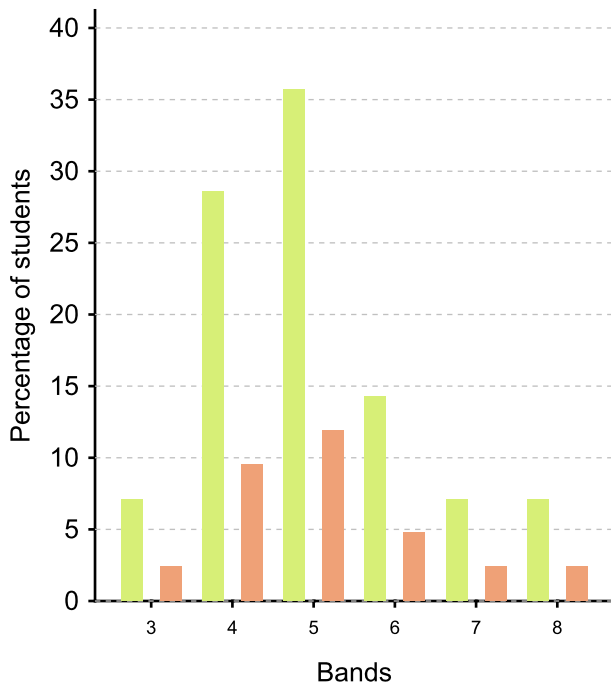
**Percentage in bands:**  
Year 5 Grammar & Punctuation



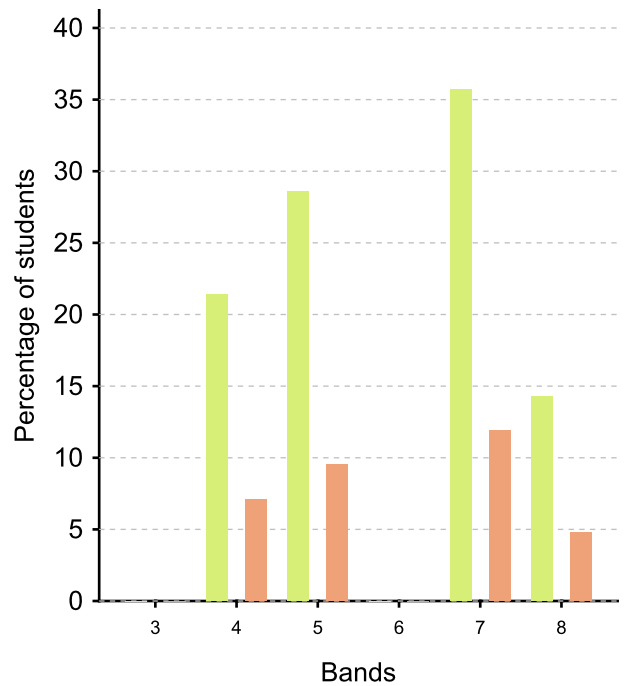
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



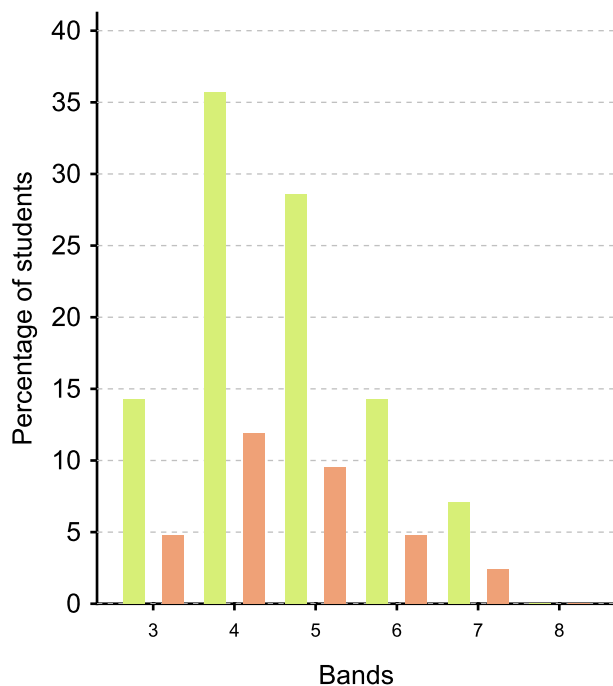
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



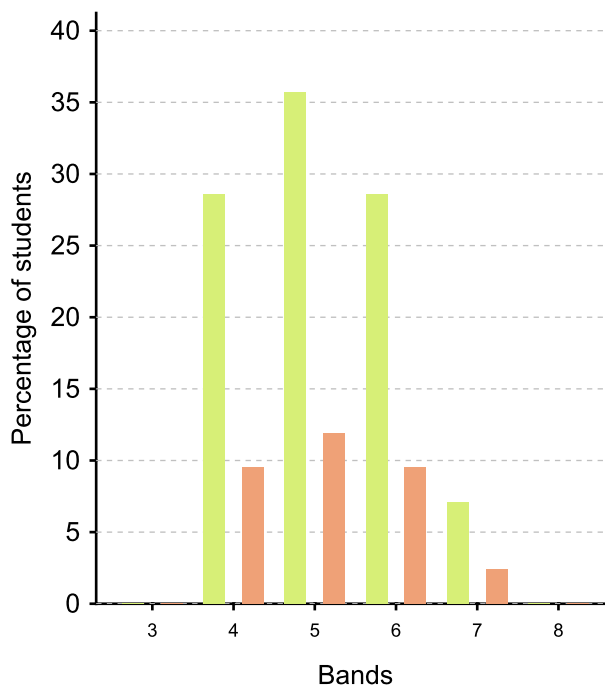
Percentage in Bands  
School Average 2015-2017

In Numeracy Year 3 64 % of students achieved the top 2 bands.

In Numeracy Year 5 7 % of students achieved the top 2 bands.

Outstanding results in the Year 3, with a focus in the Year 5 / 6 to improve Numeracy data.

**Percentage in bands:**  
Year 5 Numeracy

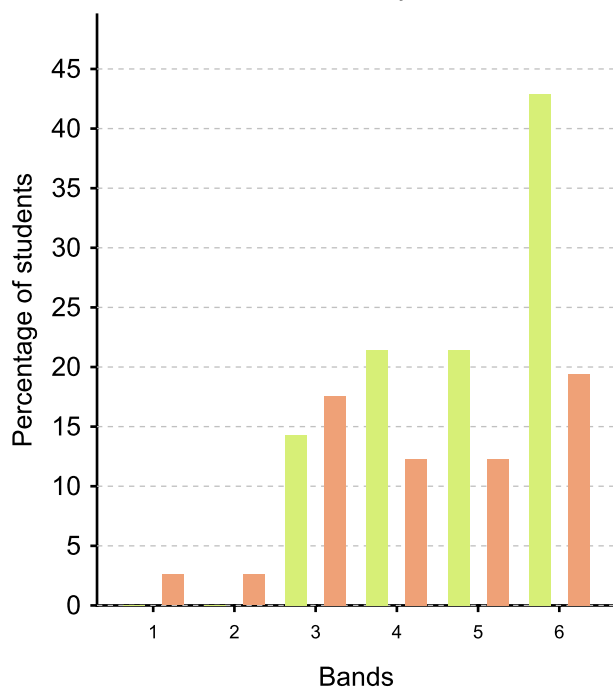


Percentage in Bands  
School Average 2015-2017

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN is at 60 % an improvement of 25 %

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

## Parent/caregiver, student, teacher satisfaction

A Indonesian Program Parent Feedback survey gave positive feedback with a response to create a parent Indonesian program. Some of the comments from the survey were:

"Fantastic, I would like a parent group."

"It's great kids learn another language, we love it, my children are always singing and counting in Indo."

"Fantastic, a great opportunity in a small country town. Opens up the kids to people cultures, giving them an understanding about differences."

"AWESOME! The program is the reason why we close this school. Turns on their brains, they really enjoy it."

"Good. The students learn information in a different way, which allows for difference on all levels. Difference in perspectives and understandings. Learning another language improves learning."

“Love it. Fabulous to learn another language, at our local school. Geographically we are so close to Indonesia and it will be useful, as we will be travelling there for future holidays. The kids will be able to communicate and understand the culture.”

“Good. Different opportunities, feasible as lots of the kids are going to Bali for holidays as it is closer and much more affordable.”

“AWESOME! The program is the reason why we close this school. Turns on their brains, they really enjoy it.”

“Fantastic, a great opportunity in a small country town. Opens up the kids to people cultures, giving them an understanding about differences.”

“Great, opens up so many doors, opportunities to travel and work.”

“Great, learning the language allows for them to have an understanding of Indonesian culture and since they are our closest neighbours, it is so very important.”

“Awesome, learning a language from such a young age, learning about another culture especially Indonesian which is our closest neighbour.”



## Policy requirements

### Aboriginal education

Many people wonder why Indigenous people can't just “get over it” and “move on”. Understanding how events of our shared past continue to impact many Indigenous people in the form of intergenerational trauma; can shed light on the complexity of the situation in many Indigenous families and communities. Our pathway of knowledge is making a mob of difference, ‘we can do this as a village’, together we can ensure that Indigenous kids get a world class education.

GROWING GUMBAYNGGIRR for us all to LEARN. The Gumbaynggirr ways of being, knowing and learning are held in the Dreaming, this place of the interconnectedness of all life on earth and in the universe. This is the place where they abide with the great mystery and it is in this place where life is reversed, and held sacred and promoted, where all life is held in balance and alignment in relationship with the land, with each other and with oneself. Gumbaynggirr Pathways in Knowing and Learning through the Bush Tucker Track. This is a way to navigate possible

pathways towards a consciousness in ways of being in relationships between original Gumbaynggirr people and all others who are living on Gumbaynggirr lands. Creating this pathway holds the intention of the possibility of living beyond concepts of relationships being lived from two worlds.

Why is it valuable to learn biodiversity through the pathway? Through time and space, Gumbaynggirr people and culture continues to live in the consciousness of the WHOLE. They live in a web of relationships – social, stellar, and in nature, to mention a few, all a part of an intricate alignment in which each being has a place. The Pathway of Knowledge is an invitation to participate in the exploration of our place lands which the name Gumbaynggirr holds, with the support and facilitation of those who carry the knowledge, whose ancestors have passed on this knowing from generation to generation. We are so proud of Ricky Buchanan our Aboriginal School Learning Support officer who proudly leads our cultural activities. The pathway is doing its work.

### NAIDOC Week

NAIDOC Celebrations began with a Flag Raising ceremony and Ricky Buchanan telling us what NAIDOC means to the local Gumbaynggirr people and Aboriginal people around Australia. NAIDOC stands for National Aborigines and Islanders Day Observance Committee. Aboriginal Flags were made and students learnt what the colours represents. Dreamtime stories were read and dot art paintings created and faces were painted with traditional ochre.

Michael Donovan, a traditional Gumbaynggirr man, took the students on adventure to the lookout and beach to tell stories of his ancestors. On Little Beach he welcomed the students with a smoking ceremony and told Dreaming stories of how the coast and headlands were made. A feast of Wattle Seed Pancakes with Quangdong and Davidson Plum Jam, fresh fruit with Quangdong yoghurt and Salt Bush damper in the park followed..



## Multicultural and anti-racism education

Indonesian culture and language is embedded in everyday school life, with areas labelled around the school, assemblies presented in Bahasa Indonesia, significant Indonesian holidays celebrated and students addressing all teachers and visitors using Indonesian terms of address. Each week Indonesian language is included in the school newsletter. We host cultural and educational workshops from Indonesian professionals throughout the year.

### Indonesian Puppet Workshop Year 3 /4 and 5/6

Artist Jumsaadi Jumaadi presented a workshop to Year 3/4 and Year 5/6 students who were studying a Culture, Language, Arts in Schools Project (CLASP) visual arts unit based on his work. He presented an overview of his personal work and facilitated students creating individual shadow puppet characters and stories, subsequently combining as a group to form a cohesive narrative whole. His teaching involved techniques in modern shadow puppet creation, manipulation of light and shadows, vocal and instrumental sound effects and using traditional arts forms in modern contexts.

Jumaadi's work was the basis for the CLASP visual arts unit and his experience moving between cultures using creative process will be invaluable to the students' experience. Jumaadi is a successful artist who shows regularly at the Museum of Contemporary Art in Sydney, and has participated in Australia's group exhibition at the Moscow Biennale.

### Refugee Week

Refugee Week 18–24 June. The Refugee Council of Australia chose "With courage let us all combine" as the theme for Refugee Week in Australia for 2015 to 2017. The school in all classes focused on the second verse of the national anthem, the theme celebrates the courage of refugees and of people who speak out against persecution and injustice. It serves as a call for unity and for positive action, encouraging Australians to improve our nation's welcome for refugees and to acknowledge the skills and energy refugees bring to their new home. It takes courage to be a refugee. As people who have faced persecution because of who they are (their race, nationality or membership of a persecuted group) or what they believe (their religion or political opinion), refugees need courage: •The courage not to deny identity or beliefs in the face of persecution. •The courage to leave all that is familiar and step into the unknown in search of peace. •The courage to keep going in the face of devastating loss, difficulty and despair. •The courage to begin again, to work hard and to maintain hope in an unfamiliar land. A film night was organised and well attended by the parents. Thanks to Janet Granek.

## Other school programs

### Little Whales – Kindergarten Orientation program

The Little Whales Transition to Kindergarten Program is

a play-based school readiness program to support children and family who are starting Kindergarten the following year. It is an opportunity for family and school to begin a positive, strong and communicative partnership, to provide the best possible start of their child's learning journey here at Scotts Head Public School. The program runs in a collaborative role with Lifetime Connects 'Ready Set Go' Program, Community Preschools, Community Supported Playgroup and Day Care with consultation and planning meetings beginning in Term One. This collaboration and communication is crucial to the program's success to ensure all stake holders are on the same page in supporting a child and families transition to Kindergarten. The Little Whales Program starts in second semester culminating in a more formal Kindergarten Orientation Program in Term Four.

In 2017, three Family Information Workshops were held here at Scotts Head Public School. The first workshop was 'School Readiness' with guest speaker Dr Shona Bass, CEO Early Life Foundations. This was an informative workshop for parents to learn about what school readiness looks like and research supporting a child's social and emotional development and how this can impact on a child readiness for school. Our second workshop held in Term Two was a more casual afternoon tea to share information about the Little Whales Program about our Buddy Program and how it works and time for parents to ask questions and talk about their expectations and aspirations for their child's beginning journey into school. Our third workshop, held in Term Four was a comprehensive Information workshop about Kindergarten. Feedback from parents has been outstanding with families beginning Kindergarten and feeling comfortable and confident as part of the Scotts Head School community.

### Environmental Initiative: Boomerang Bags

Year 5 and 6 students wanted make their own bags to keep and use instead of plastic. A few mums came along on Monday afternoons to help make the bags out of old recycled materials.

*We are making bags out of old materials such as clothing pillow cases, old fabric etc. We need your help so we can continue making bags for our environment. If you have any old fabric or clothing please help us and the environment by donating to the office.*  
Kasi, Grace and Dimity

### Ethic classes

This year we began Ethics classes. These are available in NSW public primary schools as an option for children who do not attend Special Religious Education (SRE). The NSW government has authorised Primary Ethics, a not-for-profit organisation, to design curriculum and deliver these classes to children from Kindergarten to Year 6. In Ethics classes children discuss a wide variety of scenarios and stories, learning how to think about ethical matters through the give-and-take of reasoned argument. Ethics classes are an opportunity for children to develop skills in collaborative inquiry, logical reasoning, critical thinking, respectful disagreement, listening and self expression. Children



discuss topics such as imagining how others feel, how do we treat living things, being an ethical consumer, homelessness, fairness. Thanks to Angie Evans who is our Ethics co-ordinator and to Janet Granek who is our first trained volunteer Ethics teacher.

## Sport

### SHPS Athletics Individual Champions

#### Division 1st Runner-up

Boys Minors 5/6/7 Rokodakunivosa	Cobie Watson & Delana
Girls Minors 5/6/7	Freya Korn Dainty & Emi Evans
Boys Juniors 8/9/10	Gypsy Presser-King & Kobi Evans
Girls Juniors 8/9/10	Tegan Evans, Nina Lawson & Elkie Werner
Boys 11's	Callum Wicks & Zach Pacey
Girls 11's & Jessica Evelyn	Kalahni Gray, Jalaara Walker
Boys Seniors 12/13	Ethan Jones & Jonah Werner
Girls Seniors 12/13	Libby Carter & Stevie Burley

### Cross Country

Girls Minors (5/6/7 yrs)	Freya Korn-Dainty, Emi Evans & Frieda Parkhouse
Boys Minors (5/6/7 yrs)	Arlie Ledger, Jessie Darryll & Leigh Mackay-Biggs
Girls Juniors (8/9/10 yrs)	Nina Lawson, Tegan Evans & Elkie Werner
Boys Juniors (8/9/10 yrs)	Gypsy Presser-King, Tyler Lane & Noah Gray
Girls Year 11	Kasimir Vallance, Kalahni Gray & Paige Evelyn
Boys Year 11	Kieren O'Donnell, Zach Pacey & Liam Azzopardi
Girls Seniors (12/13 yrs)	Libby Carter & Ellie Lane
Boys Seniors (12/13 yrs)	Ethan Jones & Koby Hanham

### Swimming

Boys Senior	Keiran O'Donnell & Callum Wicks
Girls Senior	Ellie Lane & Libby Carter
Boys Year 11	Ethan Jones & Jonah Werner

Girls Year 11	Imogen Lamont & Grace Hill
Boys Year 10	Tyler Lane & Noah Gray
Girls Year 10	Elkie Werner & Mirranya Walker

### WAVES

This year we will continue to implement our Surf Safety Pilot Program, which will be offered to all students through the partnership, powerful mentorship and kindness of the branch volunteers of the local Macksville-Scotts Head Surf Lifesaving Club. Challenging experiences outdoors impacts powerfully upon a young person's moral development. Building self confidence and self esteem is fundamental to any young person's development.

### Tennis

As part of our Sporting Schools grant all students participated in Tennis provided by a local representative from Tennis Australia, Kylie Hunt. The tennis programs aim is to provide more opportunities for people to play tennis more often and to support students with movement, confidence and capabilities acquisition through structured and unstructured play. There is a particular emphasis on helping students understand the game of tennis as well as being able to play a variety of modified tennis games which are suited to the school environment. Later in the year the Year 3/4 were involved in a local competition at Macksville Tennis Club and a great time was had by all.