

# Scarborough Public School Annual Report



2018



3045

## Introduction

The Annual Report for **2018** 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.

Mr Chris Hopkins (Principal)

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## School background

### School vision statement

Our vision is future–focussed, bold and supported by research.

We will ensure that Scarborough Public School prepares learners to innovate, collaborate, think critically and creatively, enabling learners to see the big picture around them.

We will deliver flexible, project–based learning that embraces the concepts of social innovation, local culture and history, citizen science and design thinking with explicit, visible links to curriculum outcomes and strong literacy and numeracy foundations.

### School context

Scarborough Public School provides a quality, future–focussed 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 also draws some 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 a wide range of 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). As a school in a predominantly high socio–economic area, we are fortunate to be able to supplement our spending with funds from our generous and active P&C.

In addition to our ongoing commitment to the Seacliff Community of Schools, we are a STEM Action Project school, mentoring 14 like–minded school communities in the delivery of authentic, project–based learning practices with a strong STEM focus.

# 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

We believe that our **Learning Culture (sustaining and growing)** has gradually improved. Our *Tell them from me* data indicates a growth in our student expectations for success from the beginning of 2018 to the end of the year. This has been supported by the establishment of clear learning goals and a focus on greater student self–evaluation and reflection on their own progress. Our very high growth for students between years 3 and 5 supports our self–evaluation of **Student performance measures** as **delivering**.

In **Wellbeing (delivering)**, we have worked hard to support students with significant needs, however we need to improve how we identify those who require support in a methodical and meaningful way. Behaviour was an issue in 2018, for a variety of complex reasons and we believe that our systems allowed us to address a majority of issues in an effective way, seeking assistance from Departmental and external experts, with clear consequences. However, we believe these processes need to be more prompt and thoroughly examined to cater for students with varied needs and identified disabilities.

We have made progress in **Curriculum (sustaining and growing)**, with the implementation of our hexagonal curriculum mapping tool. This has enabled us to be flexible in our approach to learning, while meeting our curriculum accountabilities. Our specific focus on maths curriculum, including how it aligns with the new Learning Progressions has been beneficial and will inform our learning in 2019.

**Assessment (delivering)**: The implementation of our *Towards, At and Beyond* self–evaluation charts, with clear learning success criteria have assisted teachers and students to evaluate their progress and has directly informed our reports. In addition, our work around consistent teacher judgement, analysing writing samples against NAPLAN writing criteria has helped us to more effectively assess and track student progress. As indicated in parent surveys, our **Reporting (sustaining and growing)** processes remain strong, with our revised school reports incorporating student reflection and data that has been developed through teacher and student negotiation in class, against specific learning success criteria.

### Teaching

We have demonstrated a willingness to experiment with **Effective classroom practice (delivering)** by implementing a range of creative and integrated ways to plan lessons and units of work, incorporating project–based learning. Our team have demonstrated strong collaboration to develop, evaluate and critique their programs through team meetings. We have utilised feedback for students at a classroom level but particularly for teachers to improve their own practice through lesson observations. Student feedback is still not at a point where it is consistent, or prompt enough and is a work in progress.

**Data skills and use (sustaining and growing)**: The implementation of PAT testing and *Mathematics Diagnostic Tasks* have really assisted us in the gathering of useful data from which to identify targeted areas of learning and the triangulation of this data with NAPLAN and internal assessments has allowed us to paint a far more accurate picture of our students, and to really drill down into specific areas and to effectively plan learning to meet student needs.

In the element of **Professional Standards (delivering)** we support our passion to learn with the delivery of effective, evidence–based professional learning opportunities. Professional learning has become more targeted, with the goal of supporting our identified areas of improvement, in line with the school plan. Staff feedback on their Professional Development Plans (PDPs) was very positive and determined that these plans effectively supported collective school goals, as well as the individual goals of each staff member. Our work with the Literacy and Numeracy Strategy Advisor (LaSNA), the Maths Association of NSW and our close collaboration with the NSW Mathematics Advisor K–6 and Science & technology Advisor K–6 has supported the development of effective literacy and numeracy teaching strategies. We have now reached a point where Scarborough PS is now considered an innovator and lighthouse school in STEM, leading us to evaluate **Learning and Development** as **excelling**.

### Leading

In **Educational Leadership (sustaining and growing)**, our staff indicated that there had been significant improvements in this area, with a focus on clearer communication and expectations for performance. There is still considerable room for

development around the establishment of a high expectations culture but this is a work in progress. Our collaborative and consultative approach extends beyond the staff and into the community, with *Tell them from me* data showing a very strong culture in this area, from school planning processes through to regular engagement with the P&C. We believe our school plan is innovative and future–focussed, a view that is supported by our community and colleagues. We believe our strength in the area of **School planning, implementation and reporting** places us at **sustaining and growing**.

**School resources (sustaining and growing):** We have worked hard to improve the facilities of the school to meet the changing pedagogy and learning needs of our students. We are now a school with 1:1 devices working within an effective and reliable network, allowing students access to devices for creating and researching at the point of need. The investment in flexible furniture has been very successful with students now able to choose how they wish to learn, whether it is on the floor, a couch, a high table, independently or collaboratively. Financial management has been a challenge in 2018 with the arrival of a new budgeting tool and this area requires further attention in 2019.

**Management systems and processes (sustaining and growing)** are improving as we have now recruited a new, permanent School Administration Manager. We have worked hard to refine our risk management practices to ensure the safety of all students and staff. Community satisfaction has generally been high, with some issues around student challenge and behaviour, which have been addressed effectively.

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

### Big Picture Thinking (The Macro)

#### Purpose

To enhance teacher practice in the planning and delivery of open-ended, **project-based learning** that challenges **every student** at their level of need, with support in the integration of gifted & talented pedagogy to enrich classroom practice and enrich learning outcomes.

Successful students are **collaborative mentors**, **citizen scientists** and **social innovators** who use inquisitiveness, imagination, investigation, persistence and discipline to develop innovative design solutions to real-life issues.

#### Overall summary of progress

In our first year of the 2018–20 School Plan, we have made significant progress in Strategic Direction 1, building on our work from the previous 2015–2018 School Plan. Our student-led conferences continued, with a focus on incorporating the key language of Carol Dweck's *Growth Mindset* in student self-evaluations. It was in the area of Gifted and Talented education that we really began to make significant changes, with the introduction of effective assessment strategies to better identify gifted and talented students. We introduced the AGAT test in term 1, which highlighted a number of students requiring greater differentiation than we had anticipated. As a result, an enrichment program for high-performing students was established. This program was adapted from the *Maths Olympiad* and *Tournament of Minds* programs, with the goal of fostering collaboration and high-order problem solving. Feedback was very positive, and as a result this program has been continued into 2019 with students participating in the *Maths Olympiad* competition. This approach was supported by all teachers undertaking the *NSW GERRIC Certificate*, which provided professional learning around the identification of, and effective differentiation for students who are gifted and talented. This program led us to make a number of changes, including the introduction of concepts for each term rather than units of work, which will begin in 2019 with the concept of prejudice.

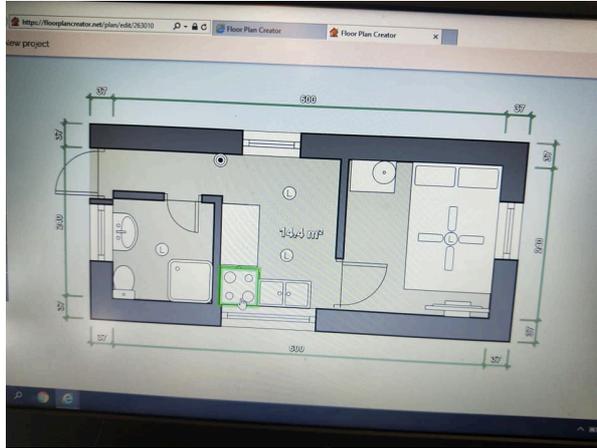
In our focus on project-based learning and STEM, we successfully completed our work on the STEM Action Project with the delivery of a research and design unit of work based on the meaning of home and concluding with the design of tiny home prototypes. As part of this project, our team visited a wide range of schools across NSW to mentor teachers in the delivery of integrated STEM Units of Work and delivered a two-day workshop with Chris Harte around Social Innovation and Project-based Learning. Feedback from participating schools on our mentoring was very positive but the overwhelming benefit for our team was the opportunity to see practice of teachers in other schools and to see the effective strategies of others implemented in our own classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Evidence of consistent <b>Growth Mindset</b> metalanguage within all classroom practice to discuss learning, resilience and risk taking.</li> <li>Increased proportion of students feeling challenged and connected to school, particularly <b>Gifted &amp; Talented</b> students.</li> <li>Increased, effective use of <b>Project-based learning</b> and Design Thinking Pedagogy in classrooms.</li> <li>Genuine integration of <b>Aboriginal &amp; Torres Strait Islander histories and cultures</b> cross-curricular priority in project-based learning.</li> </ul>	<p><b>\$19,000</b>, includes:</p> <ul style="list-style-type: none"> <li>AGAT/PAT test licenses</li> <li>Gifted and talented professional learning</li> <li>release time for planning</li> <li>Ev3 Robotics kits</li> <li>First Lego League participation costs</li> <li>STEM/Project-based learning professional learning.</li> <li>Project-based learning teacher books</li> <li>Electrical circuit kits</li> </ul> <p><i>This amount included profits from running STEM professional learning for other schools and STEM Action Project funding.</i></p>	<ul style="list-style-type: none"> <li>Concluded STEM Action Project and planned/delivered successful conference with outstanding feedback.</li> <li>Successful delivery of STEM What is a home?/Tiny homes units.</li> <li>NSW GERRIC training completed with clear evidence of implementation in classroom programs and planning for 2019.</li> <li>AGAT testing implemented which led to successful identification of gifted and talented students for enrichment program.</li> <li>Tell them from me survey indicated increase in high skills, high challenge learning between April and October.</li> </ul>

## Next Steps

We will continue on this journey into 2019, with a greater focus on challenging learning and using the work of James Nottingham as a foundation. Our enrichment program will be extended to include the learning and support teacher who will focus on the language aspects of mathematics as a way to tackle word problems. We will focus on our new concepts for each term, beginning with prejudice and then perspectives, perfection and energy. We believe these will be an effective way of allowing students to take their research to a higher level of understanding, linked across all Key Learning Areas. Our focus on STEM will reduce to allow a greater integration of art, history and geography in our learning and to ensure an effective balance in the curriculum.



## Strategic Direction 2

### Mapping the Curriculum (The Micro)

#### Purpose

To develop a consistent approach to the explicit teaching and assessing of the **critical and creative thinking** (soft) skills students require to thrive in a rapidly changing and automated world, with a focus on the explicit teaching and effective integration of the General Capabilities and Cross-Curriculum Priorities in a meaningful way.

To develop consistent, visible and accountable processes for accurately assessing syllabus content in a flexible, project-based learning environment where students will draw clear **links between the curriculum and their learning**. Teachers will be supported in the delivery of explicit Literacy and Numeracy instruction at the point of need, with a focus on developing confident, creative and proficient writers.

#### Overall summary of progress

In Strategic Direction 2, we decided to focus our efforts on more effective mapping of curriculum outcomes to our project-based learning. In term 1 we delivered professional learning to teachers from over 20 schools around the use of the hexagonal mapping tool, a visual way of representing learning outcomes within projects. This approach was applied to all learning within the *What is a home?* and *Tiny Home* projects. Staff experimented with the use of new displays within their classrooms, using clear learning success criteria for a range of curriculum areas within student projects. Students identified whether they were working *towards, at or beyond* and moved themselves up as they felt they had met the success criteria. Our reporting process was also adapted, incorporating these learning success criteria, directly into student reports.

In our literacy and numeracy focus, we invested in the PAT testing software to develop sound baseline data of student progress. Students were assessed in term 2 and in term 4, with the primary goal of determining specific areas of need and also areas of significant growth across reading, grammar and punctuation and maths. Investment was made in new mathematics resources and teacher texts to support effective teaching and learning, with a focus on games-based learning and open-ended problems. We began the process of preparing for the introduction of the new *Literacy and Numeracy Progressions* with professional learning provided from the Literacy and Numeracy Advisor (LaNSA) as well as specific learning around the *Numeracy Progressions*. Our primary focus this year was on writing, and this was supported by an analysis of practice writing samples taken from all students and marked against the NAPLAN writing criteria. This allowed us to identify areas requiring specific intervention and instruction and led to the development of student writing portfolios and a writing showcase.

Finally, our focus on literacy through Aboriginal Dreamtime storytelling was our biggest success of the year and led to a complete re-think of our approach to Aboriginal education in 2019–20. This process began with the delivery of a composition workshop, telling the story of the *Five Islands* through song, art and dance. Working with local Aboriginal Elders Aunty Jodi, Aunty May, Aboriginal artist Lani Balzan and composer Owen Elsley, students investigated the story through the learning of traditional dance, the creation of a collaborative artwork, *Where the land meets the sea*, and the composition of rhythms and phrases based on the local escarpment, Dhararwal language and the Five Islands story. Student work was used by our composer to create a new song, titled *Five Islands*, which students will perform for NAIDOC in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in <b>complexity of learning tasks</b>, as assessed against higher order thinking tasks and critical &amp; creative thinking habits..</li><li>• Consistent use of <b>outcome tracking tools</b> in use in all classrooms to support project-based learning.</li><li>• Every student can <b>articulate their learning goals</b> within focussed areas of learning.</li><li>• Evidence of increase in explicit,</li></ul>	<p>\$17,000, including:</p> <ul style="list-style-type: none"><li>• Books and resources related to critical and creative thinking</li><li>• Staff release time for professional learning</li><li>• Release time to visit and mentor STEM Action schools</li><li>• Science and technology equipment</li><li>• Collaborative planning release time</li></ul>	<ul style="list-style-type: none"><li>• Completion of STEM Action Project, focussing on curriculum mapping.</li><li>• Visual outcomes now on display in all classrooms.</li><li>• Successfully mentored 12 schools, many of whom delivered successful STEM projects as a result, with positive feedback.</li><li>• Used curriculum mapping grids to design and plan integrated units of work.</li><li>• Completed PAT testing and analysis to develop clear baseline, target areas for improvement and compare growth.</li><li>• Purchased and utilised maths resources and</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
quality <b>Literacy &amp; Numeracy</b> instruction at the point of need. <ul style="list-style-type: none"><li>• Every student achieves or exceeds expected <b>writing</b> standard.</li></ul>	<ul style="list-style-type: none"><li>• Maths professional learning courses, including Numeracy Progressions</li><li>• Maths resources</li></ul> <i>Includes Creative Arts grant of \$4,000 and STEM Action Project funding.</i>	professional learning to develop problem-based classrooms. Growth in NAPLAN and PAT data supports this approach. <ul style="list-style-type: none"><li>• Successfully provided audience for writing with a published book for student authors. Significant increase in motivated writers.</li><li>• Analysis of writing and explicit teaching practice have led to gradual growth.</li><li>• Aboriginal storytime composition delivered and expanded upon into 2019.</li></ul>

## Next Steps

In 2019, we will be undertaking professional learning around how to develop greater challenge within the classroom and stronger resilience in students throughout their learning journey. We want students to experience the failures and take the harder journey for the learning opportunities they provide. Our stage 3 class will begin to experiment with a focus on critical and creative thinking, with their teacher feeding back to the team.

Our big focus will be on writing and we will be using the work of Simon Breakspear and his Learning Sprints to identify small evidence-based changes we can make over time to have a significant impact on our students' progress. These sprints will complement our collaboration with the Seacliff Community of Schools in the writing project, and will draw in the use of the new *Literacy Progressions* as a way of tracking student progress.

Our integration of Aboriginal and Torres Strait Islander history and culture will continue in a more overt way, aligned to our concepts of prejudice and perspectives, utilising quality literature to support student understanding. This will culminate with a showcase of our learning in late term 2 to members of the local community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Invested alongside an arts grant to deliver an Aboriginal composition workshop focussed on the history of the Five Islands. This included an arts workshop, dance session and storytelling.</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$680.00)</li> </ul>	<p>This had a huge impact and set up our Aboriginal focus for 2019 as a result of ideas and questions from students. The composition was delivered by composer Owen Elsley in February 2019 and will be performed in July. The new relationships we have formed have also led to the creation of new Aboriginal class names for 2019 and a focus on prejudice and perspectives in semester 1.</p>
<b>Low level adjustment for disability</b>	<p>Funding was used to provide additional support in the form of extra Learning and Support Teacher time, and School Learning Support Officers in classrooms.</p>	<p>With a particularly complex cohort, this additional time was essential in providing differentiated and targeted learning opportunities for students with disabilities, with a specific focus on social skills. The success of this program was demonstrated in significant academic progress but particularly in an improvement of social skills and behaviour throughout the year.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Invested in additional release time for the principal to team teach and mentor staff in the area of STEM and integrated units of learning.</p>	<p>Successful completion of the STEM Action project, mentoring schools across NSW and the delivery of successful integrated units of work around the theme of 'home'. Feedback from mentee schools was very positive and the involvement of our team in seeing practice in other schools resulted in changes to our own approach.</p>
<b>Socio-economic background</b>	<p>The purchase of additional furniture for our flexible classrooms in late 2018.</p>	<p>The old desks were too small and did not fit the current needs and teaching styles of our school. New desks have been purchased to support our school plan focus on collaboration and flexible learning. Student and parent feedback has been very positive as we seek to trial new learning layouts into 2019.</p>
<b>Support for beginning teachers</b>	<p>Provided additional release and mentor time for one beginning teacher, including targeted professional learning.</p>	<p>Our beginning teacher was provided with two additional hours per week for planning and design of her program, which also included visits to other schools to observe best practice, and mentoring from an Assistant Principal at a partner school. This proved invaluable in helping this teacher develop the fundamentals of planning and assessment, with additional support from the principal.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	36	33	32	34
Girls	37	43	38	34

Our enrollment numbers have dropped over the last few years as we have said goodbye to a number of large year 6 cohorts that have not been matched by numbers enrolling in kindergarten. We continue to work on enrollment strategies that ensure local parents and students see Scarborough Public School as the best school for them. It is expected that our numbers will stay around the 60–65 mark for the foreseeable future.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.5	94.3	93.1	94.8
1	93.4	94.4	92.3	94.3
2	96.9	94.2	94.3	91.9
3	94.2	96.5	93.5	94.6
4	95.3	96.5	94.2	93.8
5	89	97	96.3	95
6	95.1	87.9	95	92.9
All Years	94.5	94.9	94.2	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At Scarborough Public School we believe that maximising learning time is essential and have a number of procedures in place to support regular attendance and punctuality at Scarborough Public

School:

- effective online roll marking systems to ensure accurate data
- ongoing monitoring of students with attendance under 85%
- policy of sending absence reminder notes home every two weeks
- follow up teacher phone calls for regular lateness and unexplained absences
- working closely with the Home School Liason Officer to ensure effective programs are in place to support students with low attendance rates.

Our attendance data indicates that student attendance at school is strong at Scarborough Public School with holidays taken during term time being the biggest factor in student absence. Holidays during term time are actively discouraged by the school.

### Class sizes

Class	Total
GREEN	18
WHITE	24
RED	27

### Structure of classes

We are very proud of our small school and composite classes, which currently has three classes, formed as a K–2, 2–4 and 4–6 class. Working across grade and stage requires strong differentiation of learning for all students. A composite approach also allows for effective peer mentoring and enrichment of students who are working above their own stage level. Students support each other and develop their own leadership skills by mentoring others and providing younger students with strong role models. We believe that a composite class structure also assists with developing strong cohesion within our school community.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.42
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

At this time, we have no Aboriginal staff at Scarborough Public School. Scarborough Public School had one beginning teacher on staff in 2018 and our staff numbers were supplemented by our generous P&C to include a part-time music teacher and additional hours for our learning and support team.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	66.7
Postgraduate degree	33.3

### Professional learning and teacher accreditation

One teacher has been working towards professional accreditation at proficiency and was successful in achieving this goal at the end of 2018. Our beginning teacher aside, all other teachers are in the maintenance phase of their teaching proficiency.

To support teachers in their professional development, Scarborough Public School has invested heavily in professional learning around STEM and Project-based learning, including the delivery of our own STEM conferences to other schools as part of the STEM Action Project. Professional learning also included a strong focus on the new Literacy and Numeracy Progressions, Best Start Assessments and the completion of the NSW GERRIC (Gifted and Talented) course with UNSW. In addition, our staff have lead professional learning for rural and remote schools and like-minded schools across NSW, using their mentor time in these schools to develop their own professional knowledge and skills.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	75,143
<b>Revenue</b>	849,094
Appropriation	779,111
Sale of Goods and Services	228
Grants and Contributions	69,698
Gain and Loss	0
Other Revenue	0
Investment Income	57
<b>Expenses</b>	-942,459
Recurrent Expenses	-942,459
Employee Related	-816,870
Operating Expenses	-125,589
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-93,365
<b>Balance Carried Forward</b>	-18,221

With the implementation of a new budgeting system and changing staff in the School Administration Manager role, we found 2018 a challenging year for budgeting. Combined with high staff absences for a range of reasons, and a staffing clerical error by another school, we ended the year with an unexpected deficit. In collaboration with the Director, Educational leadership and Schools Finance we have put strategies in place to reduce this deficit and move back into surplus by the end of 2019, with no impact on staffing or resources. To manage our finances effectively, we have the following processes in place:

- ongoing monitoring of our financial performance and monthly review of performance against our school budgeting
- weekly meetings between the Principal and School Administration Manager to review finances
- regular consultation with our P&C around the school's financial position

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	611,013
Base Per Capita	13,536
Base Location	0
Other Base	597,478
<b>Equity Total</b>	30,964
Equity Aboriginal	1,680
Equity Socio economic	2,219
Equity Language	0
Equity Disability	27,064
<b>Targeted Total</b>	26,216
<b>Other Total</b>	57,445
<b>Grand Total</b>	725,639

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

***Due to the small cohort size, year 3 results are not published in a graph, to prevent student identification.***

This year was a challenging year for our year 3 students, particularly in writing. where our small cohort of 9 were predominantly sitting in bands 3, 4 and 5, with no students achieving bands 6 or 7, which is well below the state average. Our year 5 students saw greater success with a much higher concentration of students in band 7 (15.5%) and band 8 (15.4%), which is well above state average. Our goal is to achieve some band 9 students within this next school planning cycle.

For year 3, similar results were recorded for grammar and punctuation, reading and spelling, with a larger proportion of our students sitting behind the state average bell curve, in bands 4 and 5. However, it is great to see that no year 3 students are in bands 1–3, which is above state average. We need to focus on spreading the 44% in band 4 further up the bands. In reading, the year 3 results did demonstrate another large concentration of students in band 6, well above state average, which is promising.

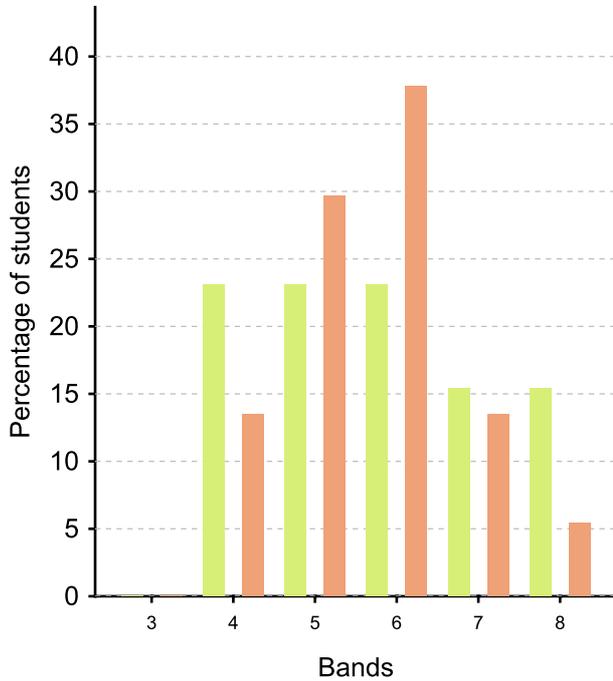
Year 5 performed very strongly in reading with a majority of students achieving band 6 and above, with an outstanding 31% in band 8 (compared to 15.6% at state level). Again, we achieved similar results in spelling with a strong 31% in band 7 and 23% in band 8. However, there is a large group of students in band 5 (23%) who we would like to see moving into band 6 (15%). In grammar and punctuation, again we saw a large concentration from band 6 (38.5%), through to band 7 (23.1%) and band 8 (23.1%) with just 15.4% of all year 5 students falling in bands 4 and 5. No students achieved bands 1–3. This is a very strong result that is reflected in our student growth from years 3 to 5.

Our growth data is probably the most reliable indicator of student progress because it measures each student

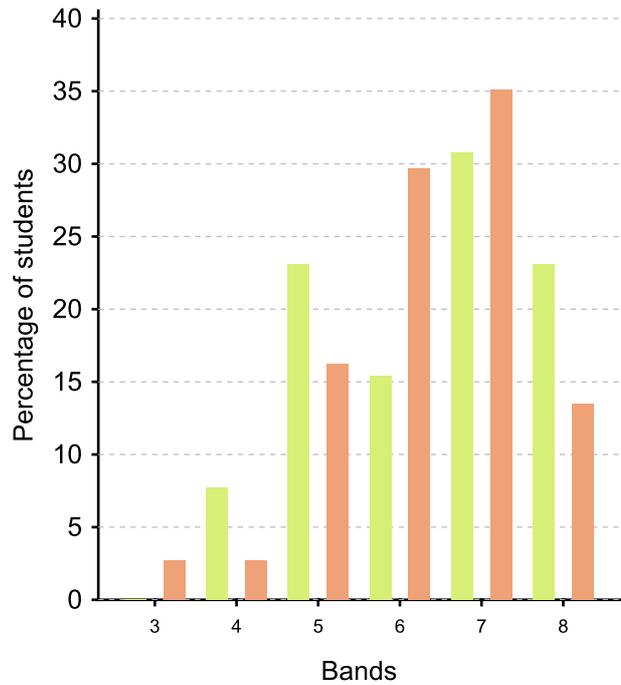
against themselves, comparing their individual results from year 3 with year 5 and isn't impacted by the cohort size. In writing, our year 5 students made significant gains on their own year 3 results with 69% of students showing growth that was significantly above predicted growth over 2 years. Growth was also strong in spelling, although to a lesser degree with 62% achieving above expected growth. Reading also showed very strong growth (69% significantly above expected growth) with some students moving up to 3 bands over the two year period. We saw a less dramatic increase in grammar and punctuation, particularly at the higher ends, although 77% did meet or exceed expected growth.

A strong measure of our progress will be in two years time when we measure the growth of our current year 3 students to determine if our strategies have been successful.

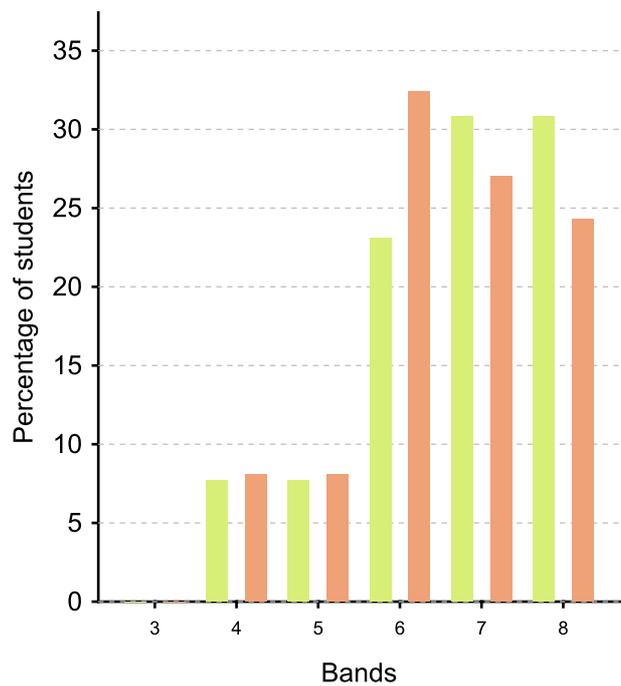
**Percentage in bands:**  
Year 5 Writing



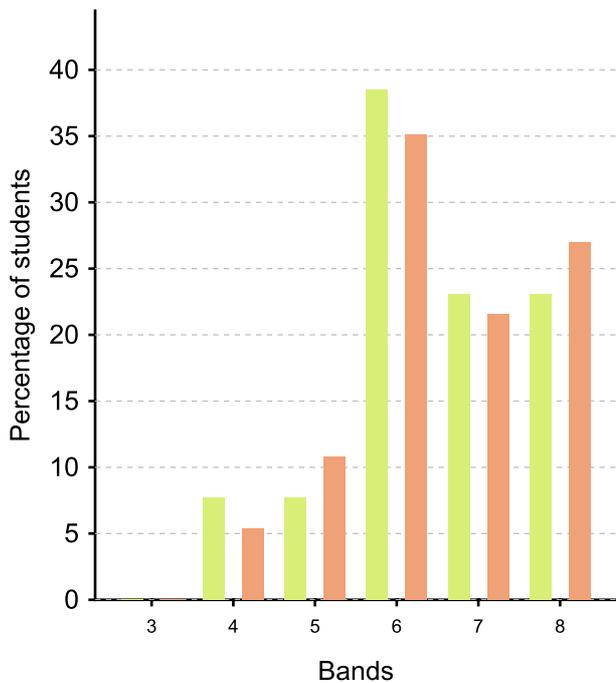
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



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

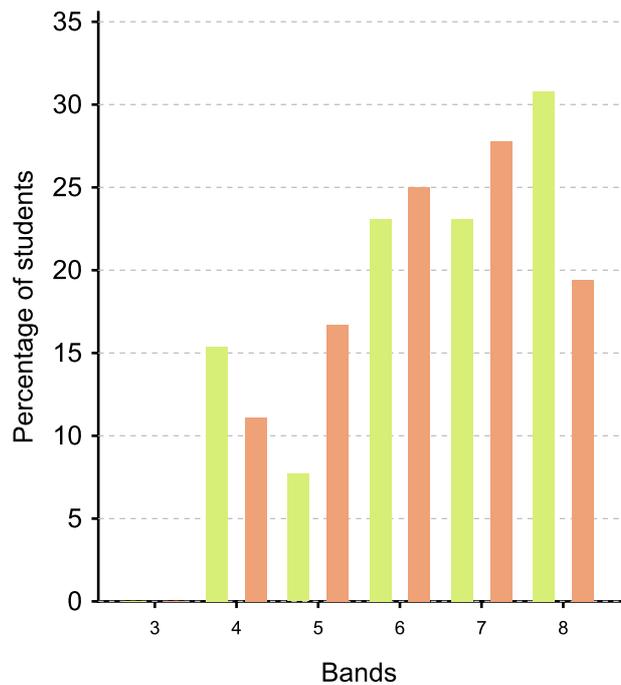


***Due to the small cohort size, year 3 results are not published in a graph, to prevent student identification.***

Year 3 students found the numeracy assessment challenging this year with a cluster of students sitting in bands 2 and band 3, while we are not very well represented in the middle and higher bands, 4–6. Year 5 had a different story to tell, with very strong results, including 30.8% of students achieving band 8, well above the state average of 11.7%. Most students are clustered around bands 6–8, which is an exceptional outcome.

In terms of growth from year 3 to year 5, our students showed strong progress in numeracy, with 85% of students exceeding their expected growth, a majority of these by a significant margin.

**Percentage in bands:**  
Year 5 Numeracy



In terms of the progress against the Premier's Priorities, working towards our goal of an 8% increase in students in the top two bands, we have seen greater success in year 5, with our goal nearly achieved in numeracy. We have increased the percentage of students in bands 7 and 8 by 7%, from 30% to 37%. This data was measured using a 5 year average to iron out statistical variances caused by our small cohorts. We have also seen 2% growth in writing (29%), as we work towards our goal of 35%. Progress has been limited in year 3 with very little growth, an issue we will focus on in 2019.

We have no students to measure progress against Aboriginal educational outcomes.

## Parent/caregiver, student, teacher satisfaction

This year was a challenging year for Scarborough with changing staff and complex classes, which have had a significant impact on parent satisfaction overall, despite some significant improvements in some areas. Most feedback was gathered through the *Tell Them From Me* parent survey in late Term 3. The survey sample was small, with only 11 respondents.

The following feedback was received from **parents/carers**:

- There was a significant improvement in the satisfaction of parents with two-way communication, with a rating of 8.7 for the welcoming approach of our school, well above the state average of 7.4. Particular strengths were in the perception of our school as a welcoming place (9.4), easily approachable teachers (8.9) and school principal (9.6). We need to improve our communication around school activities (8.2) and the scheduling of activities when parents can attend (7.8).
- It is clear that we need to focus our improvements on the information we provide with an average rating of 7.6 (state average 6.6). Areas of moderate strength were regular communication with parents about the behaviour of their child (7.9) and the highlighting of learning opportunities for students (7.8). We need to continue to work on how we communicate the progress of student learning to parents (7.5) and this has begun with a review of our student-led conferences in 2019.
- As highlighted in our school plan, our focus is on increasing challenge for our students and the need for this is clearly shown in our responses around how the school supports learning. We record an average of 7.8 (compared to 7.3 for NSW), however it appears that while our teachers take great interest in their students' learning (8.7), we are still not providing clear expectations for hard work (7.5).
- In terms of behaviour, despite a challenging year, respondents indicated we support positive behaviour at Scarborough (8.7, compared to 7.7 for NSW) with clear expectations for students in class (8.8), clearly understood rules (8.8) and a commitment to extra-curricular activities (8.7). However, there is a dip in responses around whether issues are dealt with in a timely manner (7.9).
- As I would hope, with our supportive small-school community, we performed very well against state average for inclusion (7.9 compared to 6.7) with real strengths in ensuring student participation in events (8.4), helping students who need extra support (7.9) and trying to understand students with special needs (8.0). We can certainly improve in the provision of opportunities for students who are learning at a slower pace (7.5).
- For our school-specific questions, 50% of respondents agreed (17% strongly agreed) that their child has improved in articulating their own learning progress and goals. It is important to

note that 8% strongly disagreed.

- 69% of respondents agreed (8% strongly agreed) that our STEM and Project-based learning focus had improved student engaging in learning.

The following feedback was received from **students**:

- In terms of socio-emotional outcomes, we scored strongly with growth in students indicating high participation in extra-curricular activities (70% compared to 55% for NSW) and a positive sense of belonging (85% compared to 81% for NSW). Positive relationships improved to 91%, well above the 85% state average.
- Our biggest concern, which is supported by parent feedback is the level of skill and challenge. 59% of students felt that their work was both high skill and high challenge, which, while above the state average of 53% is not as high as we would like. This is a significant jump from the 48% recorded earlier in the year. We are already seeing further improvements in this area in term 1 2019 data indicating a strong trend upwards.
- Bullying at Scarborough is very low compared to state averages, with 18% of respondents indicating they had experienced bullying. The state average is 36%.
- In terms of drivers of student outcomes, we struggled in 2018, rating below state average for effective learning time, rigour, advocacy at school, positive teacher relations, positive learning climate and expectations for success. We have taken on board this feedback and the *Tell Them From Me Survey* in Term 1 2019 is already showing strong growth above state average.

# Policy requirements

## Aboriginal education

In 2018 we began a new phase in our delivery of effective Aboriginal education at Scarborough Public School, beginning with a school plan that was developed in consultation with the Northern Illawarra Aboriginal Education Consultative Group (NIAECG). Our goal was to ensure that we effectively integrate the cross-curricular priority of Aboriginal and Torres Strait Islands History and Culture into all key learning areas. This process began with the delivery of our Aboriginal Dreamtime story composition workshop, described earlier within this report, which led to the establishment of new Aboriginal class names for 2019 and a curiosity within our students to learn more about the Stolen Generation and local history and culture. This approach has led to a strengthening of relationships with our local Aboriginal community that sets us up well to deliver on our promises, regardless of whether we have Aboriginal students at Scarborough or not. We believe that all students should share in the rich history and culture of our land and Indigenous people.

## Multicultural and anti-racism education

Our school has a population that is predominantly of European background and skin colour and part of our challenge is how to ensure our students understand different cultures and backgrounds without direct exposure. We have continued our work around investigating cultures from around the world, not just for Harmony Day but throughout the year as part of our geography focus, including through research projects that have allowed students to investigate their own cultural backgrounds in greater detail. This is an area we intend to develop in 2019 working in collaboration with schools from South-Western Sydney. We have updated our training of an Anti-Racism Contact Officer (ARCO) to ensure we meet Departmental requirements.