

Scotts Head Public School

Annual Report



2018



3635

Introduction

The Annual Report for **2018** 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 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, orderly and productive learning community based upon respectful relationships.

School context

Scotts Head Public School has an allocation of 6.366 teachers with an enrolment of 105 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 Teacher/Librarian.

At Scotts Head Public School we are 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 centre 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 and on the edge of Gaagal Wangaan 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 the people and the environment. Having worked for the past four years to establish a now-thriving school garden, children learn to grow, harvest and prepare organic fruit and vegetables which are also sold to community members.

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). We aim to ensure a safe, caring, happy, orderly and productive learning community in which the rights of all students to learn and experience success are supported. 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 Kidsmatter 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 collaboratively to set a common strategic direction 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

Inspired and Passionate Teachers

Purpose

To develop highly skilled, passionate teachers who inspire life-long learning through collaborative, evidence based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

Overall summary of progress

Yearning For Learning

English Programming and Assessment Project for English Textual Concepts (Stage 3 to Stage 4 transition)

A further alliance of a community of schools from the Nambucca Valley and Macleay Valley comprising of one high school and four primary schools was set up as a result of our collaboration and combined strategic directions. The schools include Scotts Head Public School, Smithtown Public School, Frederickton Public School, Eungai Public School and Macksville High School.

The goal was to develop a strong connection and build capacity of teachers within and between our four schools and the local high school around the programming and assessment of English. This included a consistent approach to the teaching of English with a particular focus on digital learning tools and assessment practices to moderate student work. The continuum of learning outcomes in the NSW English Syllabus and the Literacy Progressions formed the basis of our project.

Project aims:

*Teachers want to upskill themselves in the use of digital tools to teach Textual Concepts to improve writing in line with the literacy progressions.

*To develop an online bank of quality teaching resources using Microsoft Team Drives and a unit of work 'Images to Imagery' to share with High Schools along with work samples and quality texts.

*To develop a Google Classroom environment where teachers and students can share learning to encourage consistent teacher judgement and provide opportunities for collaboration due to our rural and remote location.

*To develop a writing competition that encourages student agency and engagement in the project.

*To develop an understanding of the literacy progressions and how PLAN 2 data can inform our teaching and learning for the project.

The focus issue after a pre-quiz with students, was there were some clear indications that students needed to have more explicit teaching around figurative language and the use of it in texts.

The teachers were super keen, enthusiastic and a dynamic group of stage 3 and stage 4 teachers committed to improving the teaching of English Textual Concepts and transition processes to high school. The team consisted of Lyndsey Caldecott, (Stage 3 Teacher, Scotts Head Public School), Amanda Hill (Head Teacher– English, Macksville HS), Vicki Evans (Assistant Principal, Frederickton PS), Karen Adams (Stage 3 Teacher, Frederickton PS), Stacey Johnson (Stage 3 Teacher, Eungai PS), Tracy Stevens (Stage 3 Teacher, Smithtown PS). The group set sights on many

strategic directions with the focus on improving our skills to teach with digital tools, creating learning intentions closely linked to the progressions, explicitly teaching English textual concepts and creating content teachers could teach that utilise quality texts.

As part of their action plan the group met together to learn how to use Google Classroom and digital tools to engage disengaged learners. This occurred at a whole group planning day and as 1:1 and small group instructional sessions with *Lyndsey Caldecott*, Project Coordinator and classroom teacher at Scotts Head Public School. The group was also supported by the Regional Literacy and Numeracy Strategy Advisor, *Jo Taylor* where they shared and discussed quality texts and how they could be used to explicitly teach Imagery, Symbol, Connotation, Narrative and Point of View.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence Based Practice School self assessment against the SEF indicates movement from: <ul style="list-style-type: none"> • delivering to sustaining and growing within the teaching domain element of <i>effective classroom practice</i> (explicit teaching and feedback); <i>the use of data in planning</i>. 	\$ 17,803 QTSS	The school team identified the following processes that are focussed on improving effective classroom practice: <ul style="list-style-type: none"> • establish a Quality Teaching Teacher Mentor position • embed, formative assessment, feedback and '7 steps to Writing' strategies • implement a shift to collaborative practices as teacher professional learning • introduce explicit strategies for mentoring and coaching, and • enhance the focus on the use of data to inform programming. The school has utilised RAM funding to establish the Quality Teaching Teacher Mentor position and fund coaching and mentoring time.
Literacy and Numeracy All students in Year 5 achieved equal to or greater than expected growth in numeracy within NAPLAN. with results in writing for both Year 3 and 5 demonstrating a shift from 29% currently achieving results in the top 3 bands to 80%.(plus 2)	\$3,136 Teacher relief for across storage and school planning	NAPLAN (National Assessment Program – Literacy and Numeracy): Our students in Years 3, 5, and 7 excelled in these National assessments. The School performed strongly in every stage and demonstrated consistent growth over the school years. . Again, the School's NAPLAN results highlight our students as being significantly under-represented in the lower two achievement bands. This is particularly pleasing in view of the specialist support staff and programs the School has in place to address the needs of students who may find academic pursuits more challenging.

Next Steps

FUTURE DIRECTIONS – SUSTAINABILITY

- * All schools are now looking to include the English Textual Concepts K–6 and at the high school 7–12.
- * Continue to support and encourage the relationship between primary schools and with the local high school.
- * Develop a scope and sequence to use the English Textual Concepts.
- * Access Henry Parkes Equity Resource Centre for quality texts. Students will be able to access a 1:1 copy of more quality texts.
- * Explore the use of different concepts and develop our confidence.
- * Continue to find quality texts that teach the concepts explicitly.

Strategic Direction 2

Reflective Responsible Learners

Purpose

To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters.

Students will fulfil their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

Overall summary of progress

We have undertaken Foundation Series Visible Learning work in the past with Corwin 2018, but we have new staff and are looking to realign the systems and processes happening in the school to have a strategic response to professional learning for staff in line with Visible Learning research and NSW DoE Schools Excellence Framework.

We recognise that although staff have begun to implement strategies such as the use of learning intentions and success criteria, this is not done consistently across the school and you would like to develop further learning in this area as a basis for building student assessment capability.

We have begun to use a shared language of learning across the school, including a recent teaching and learning agreement, but there is not yet clarity on how to embed a shared language of learning so that students have an understanding of the learning process, a profile of an effective learner at Scotts Head PS and a clear focus on building assessment capability.

We will continue to align and develop our school strategic plan and milestones to focus professional learning and the deep knowledge of teachers to develop these ideas into practical implementation based on evidence of current reality.

We are seeking coaching/ mentoring for the leadership team to ensure staff professional learning focuses on diagnosis based on evidence, planning a focus area, implementation and differentiated professional learning opportunity for staff and evaluation of impact on student learning outcomes and dispositions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence Based Practice School self evaluation against the SEF indicates movement from : <ul style="list-style-type: none">• sustaining and growing to excelling in the theme of behaviour within the learning domain of wellbeing.• sustaining and growing to excelling in the theme of student engagement within the learning domain of assessment.	\$12,664.00	We are working towards a stronger awareness of and increased skill in data analysis and assessment for learning where <i>teachers incorporate data analysis in their planning for learning</i> on a lesson by lesson basis; adjusting teaching strategies and skilfully differentiating lesson content to deliberately address areas of weakness in students and further develop their strengths towards higher achievement bands along the learning continuums. There needs to be a deeper understanding of models such as the literacy and numeracy continuum and focused PL on identifying and implementing learning strategies that meet the needs of students no matter where they are currently placed. While there is evidence of highly effective teaching occurring across the school, it is imperative that <i>ALL Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts</i> . It is pleasing to report that there is SEF evidence to determine that the school leadership team is clearly working towards building <i>the collective capacity of the staff and school community to use data to inform strategic school improvement efforts</i> . +

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning Dispositions All students, teachers and parents understand the skills and dispositions required for effective learning, a shared language of learning by all in the school community.	\$1,000.00	The students at Scotts head Public School are learning about how they learn There are seven dispositions that the staff and the community are working toward, these include– Open–Minded, Resourceful, Flexible, self–regulator, Patient and Persistent, Risk Taker and Reflective

Next Steps

Visible LearningPlus (VLP) Future directions/.

Working directly with a coach from Corwin in 2019

1. Overview

a. Whole staff days (including leadership)

b. Leadership only days

2. Outline of training

a. Evidence into Action Day 1, *Leadership only (Term 1 or Term 2)*

b. Evidence Into Action Day 2, *Leadership only – 90 days after Day 1*

c. Inside Series Workshop, *all staff–Late Term 2 or Term 3*

d. Inside Series Workshop (*Cycle 2*) – *all staff 27th April, 2020*

3. Evidence Gathering Tools: *Mindframes Survey & School Capability Assessment*

a. Assessment taken by staff, pre assessment to form a baseline.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$ 24,413.00	Boys and girls from across the school participated in a cultural awareness program with Ricky Buchannan and Aunty Cath Bulla. This provided a strong commitment from the students to achieve their personal best. Strong monitoring of student attendance and proactive programs to support families has resulted in significant improvement in attendance for Aboriginal students. Smaller class sizes in the early years has facilitated greater differentiation and explicit teaching through small group structures aligned to student need. All students have achieved stage appropriate outcomes in reading in Kindergarten.
Low level adjustment for disability	\$29,492.00	Student progress aligned to learning progression identifies that students have made significant improvement in learning to monitor their own progress. Increased staffing alongside small group and individual explicit teaching and learning within the class program has facilitated this. Teacher professional learning based on English concepts pedagogy has empowered teachers to improve their direct instruction aligned to student need. External providers have developed targeted programs that the Student Learning Support Officer implements to maintain the integrity of the learning.
Quality Teaching, Successful Students (QTSS)	\$17,803.00	All teachers produced a film with their class which resulted in working towards a local film feast. All teachers appreciated the support provided to them to allow this area of our school plan to be implemented and would like further support in 2019. Teachers participated in leadership courses which developed their understandings of effective leadership across the school.
Socio-economic background	\$33,594.00	These funds are utilised to employ highly skilled expert teachers who are able to engage in high quality professional school-based and externally provided professional learning. It has enabled teachers to work collaboratively across schools within stage teams to develop teaching and learning programs, use consistency of teacher judgement opportunities to monitor achievement and work shoulder to shoulder with their peers to improve student learning outcomes. Funds have also been used to increase the use of and integration of STEM based learning projects and use of digital platforms and programming.
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	47	49	61	63
Girls	36	33	49	52

Attendance over the years has been steadily growing.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.2	94.8	92	85.6
1	93.5	95	92.4	83.2
2	92.7	93.3	94.4	88.1
3	95.1	95.5	93.6	90
4	94.9	93.7	93.3	92
5	96	92.3	93.2	90.7
6	91	94.6	92.2	91.3
All Years	93.8	94.2	93.1	89.1
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

Attendance in each year is well comparable with corresponding state averages. Overall student attendance of 89.10% which is a little under that with previous years. If a student is absent from school, attendance is strongly monitored and identified students are referred to the learning and support team process. Class room teachers regularly communicates with the Principals to review attendance data for each year group and any issues that arise are dealt with by phone contact with parents and student interviews. When necessary the Principal initiates parent interviews, school counsellor referrals and external

provider support.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	5.58
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61
Other Positions	1.6

*Full Time Equivalent

W currently have no ATSI staff employed at SPPS.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Stuarts Point PS are supported to achieve Proficiency through NESA. This process is supported via the PDP Framework.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	103,787
Revenue	1,571,021
Appropriation	1,519,717
Sale of Goods and Services	0
Grants and Contributions	49,555
Gain and Loss	0
Other Revenue	0
Investment Income	1,750
Expenses	-1,528,045
Recurrent Expenses	-1,528,045
Employee Related	-1,376,355
Operating Expenses	-151,691
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	42,976
Balance Carried Forward	146,763

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

The financial summary consist of the school income broken down by funding source and is derived from the schools Annual Financial Statement 2018.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,003,525
Base Per Capita	21,271
Base Location	22,649
Other Base	959,605
Equity Total	87,499
Equity Aboriginal	24,413
Equity Socio economic	33,594
Equity Language	0
Equity Disability	29,492
Targeted Total	139,209
Other Total	184,397
Grand Total	1,414,630

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.

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. Year 3 student cohort Naplan data demonstrates: * a 63% increase in the number who achieved results in the top 3 bands in Spelling* 41% achieved results in the top 3 bands in Numeracy, up from 27% in the previous year* 38% achieving results in the top 3 bands in both . Reading and Spelling , up from 33% in the previous year.

Year 5 student cohort Naplan data demonstrates: *30% of students achieved results in the top 3 bands in Writing and Grammar and punctuation *50% of students achieved results in the top 3 bands in spelling and numeracy, up from 44% in 2017 *40% achieved in the top 3 bands in Reading. 70% of Year 5 students achieved At or Above expected growth in Grammar and Punctuation. All students achieved significantly higher scaled results in Numeracy and Spelling when compared to other like school and the state averages. This growth represents outstanding achievement by our Year 5 cohort of students.

All students achieved significantly higher scaled results in Numeracy when compared to other like school and the state averages. This growth represents outstanding achievement by our Year 5 cohort of students .

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

My School website provides detailed information and data for national literacy and numeracy testing. Goto <http://www.myschool.edu.au> to access the schooldata. *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands Naplan data demonstrates that 50% of our Year 5 students are achieving in the top 2 bands within the aspects of Numeracy and Spelling. In other key areas students are in the middle bands with no Aboriginal student in the lower bands. All Aboriginal students achieved band 4 in Grammar and Punctuation and Reading. 100% of Aboriginal students achieved Band 5 results in Spelling an Numeracy. In Year 3 Aboriginal students achieved Band 3 and 4 results in

Grammar and Punctuation, Numeracy and Writing. 33% of Aboriginal students achieved Band 5 results in reading and Spelling.

Parent/caregiver, student, teacher satisfaction

Socio–economy

Scotts Head has a socio–economic raw score of 936.5. The Australian average is 1000 (ABS). It obtains a relative score of 24 out of 100 across Australia and NSW (across income, education level, unemployment, occupation, housing pressure, transport etc.) Scotts Head has a liveability index of 86.3. Lower than the Australian average of 100. It ranks 7118th out of 8530.

Primary public schooling contributes to the attractiveness of Scotts Head, with a score of 97.3 (secondary 88.8) out of 100 within NSW based on exam performance.

Student background scores 29.6 out of 100 for primary students (secondary 42.5).

<http://www.geoindex.com.au/suburb/scotts-head>

Policy requirements

Aboriginal education

The school programs have made a significant difference to the Aboriginal students and community at Scotts Head Public School, evidenced by the strong emphasis on Aboriginal culture and histories. Students are engaged in a variety of programs that focus on Aboriginal Education. In consultation with Elders and respected community members, various stations have been created in the playground which act as hubs for each aspect of the 8-Ways of Aboriginal Learning.

Through programs which heavily involve the local community, students are very knowledgeable about each aspect and are regularly called upon to take guided tours through their school with visiting teachers, principals and dignitaries. There are yarning circles, bush foods stops through their Bush Tucker Track and various interpretive spaces built in partnership with TAFE and at-risk Aboriginal High School Students. These projects have provided genuine pathways for young Aboriginal men to gain certified skills, which may lead to meaningful employment in the local area as well as provide visible positive role-models for the schools younger male students.

School staff positively describe the Men's Business and Women's Business (Sista Speak) approaches which are being used as a frame for being a good learner. The men's group use a flat structure between students and teachers and emphasises ways of acting like a man which build productive and respectful attitudes. It has been highly engaging for all participants particularly the local community who feel extremely valued and included in the process.

Jenni Farrands from Bellingen High School works closely with Scotts Head Public School community and co-ordinates a cultural camp, which has grown to include neighbouring schools. Local Aboriginal artists have been engaged to work with all students in linking the seasonal knowledge and local cultural aspects with the school by creating colourful artworks which feature across the school's grounds. Gillian Stuart, the Principal, has through consistent focus, work and enthusiasm changed community attitudes and formed a cohesive school community.

Gillian Stuart and the Scotts Head Public School community were a worthy recipient of the NSWPPA Aboriginal Education Award for 2018.



Multicultural and anti-racism education

Indonesian Program

The entire student and staff community participate in the bilingual program. The bilingual program is delivered using CLIL (Content and Language Integrated Learning) methodology, in which the delivery is in Indonesian and both Indonesian and KLA Content have equal value in assessment. During the program we have benefitted by the help of an Indonesian lady two days a week at intermittent periods throughout terms 2 & 3.

Lessons incorporate the use of technology, including computer, notebooks, iPads and interactive whiteboard including Indonesian online learning activities and assessment tasks utilising technology. We have incorporated Google Classroom into our pedagogy and reinforce vocabulary acquisition through the use of Quizlet. Many Indonesian readers aligned with the KLA content have been created.

The school has a vibrant and creative performing arts culture with students performing at the end of semester assemblies.

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 honorific 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.

Science, PDHPE, and Mathematics. The KLA content is delivered in Indonesian using CLIL 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)

iPads are used to record students for speaking assessments and filming dance practices so that students can provide peer feedback and self-reflection on their performances. We use applications such as "puppet pals", "Telagami", "book creator", "I movie" etc to engage students in learning tasks. Technology is

integrated into assessment tasks – such as creation of student films, books, online quizzes. Sharing platforms such as the Google Suite are used to exchange information and footage with our newly established sister school in Jakarta. This relationship was formalised through the AEF Bridge Program this year. We make extensive use of interactive whiteboard for language teaching visuals and manipulable objects. Youtube clips allow access to authentic materials as substitutes for native speakers and cultural input in the classroom.

New students can also engage in structured online learning units, involving booklets coordinating use of online Indonesian learning games and activities such as "Languages Online", "Hebat", "Language Learning Space" as well as online Science activities.

Substantial effort, thought and vision has gone into successfully providing a pathway from Scotts Head Public School (SHPS) into Macksville High School (MHS) for the study of Indonesian language. This year, Karl Krause has been seconded into MHS to undertake an enrichment Indonesian class consisting of SHPS graduates attending MHS. This has involved Karl travelling between the two schools to undertake teaching in both contexts. It has been highly successful to the point where SHPS and MHS have worked tirelessly to provide a substantive pathway for the study of Indonesian language leading to the HSC. MHS has found that after the mandatory 100 hours of Language delivery at year 7 they have not had the resources to be able to continue beyond the mandated Language study in secondary education. In 2019, a select class comprising 25 students will be running at MHS in year 8, which provides a pool of students to continue through to the HSC Indonesian exam. This class, along with another year 7 class, will be taught by Karl Krause. Karl will also be teaching at SHPS and again, commuting between the two institutions. We are currently in the process of timetabling for this situation and what is obviously clear is the fact that we require more skilled staff in this area to satisfy an explosion in demand for the learning of Indonesian in our regional/remote setting. We really require further support and assistance from the Department of Education to eventuate HSC graduates in Indonesian.

We have been active in the creation of short films where our students are showcasing their Indonesian language abilities for use by other local primary schools. We have much interest expressed by 3 other local primary schools in our network who would like to have an Indonesian language program but, unfortunately, we are unable to provide the human resources to satisfy the demand for Indonesian in our regional network. We are already spread very thinly and we do not wish our local program at SHPS to suffer due to extensive outsourcing of our human resources. As it stands, with Karl Krause working in both the primary and secondary context, we are struggling to satisfy our immediate requirements and expectations here at SHPS alone.

Professional development this year has involved an online connection to a CLIL Assessment PD that occurred at Rouse Hill PS recently. Unfortunately,

SHPS had very limited interaction due to technical difficulties. Karl Krause and Bibi Ahmed have only been able to attend one regional network meeting of Language teachers held at Orara High School in Coffs Harbour in term 2 this year. These two teachers also attended an in-country program run by the AEF in their holidays to establish and formalise a new sister school relationship with a school in Jakarta, Indonesia.

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 to 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 and Maree Cooper who are our first trained volunteer Ethics teachers.

School Swimming Champions – 2018

Girls

Juniors

Champion – Sienna Sarson

Runner-Up – Tegan Evans

11 years

Champion – Elkie Werner

Runner-up – Lucy Braun

Seniors

Champion – Imogen Lamont

Runner-up – Kalahni Gray

Boys

Juniors

Champion – Noah Gray

Runner-up – Bayley Lane

11 years Boys

Champion – Tyler Lane

Runner-up – Gypsy Presser-King

Seniors Boys

Champion – Jace McMurray

Runner-up – Caylem Harvey (Equal)

School Athletics Champions – 2018

Girls

Juniors

Champion – Tegan Evans

Runner-Up – Mirranya Walker

11 years

Champion – Elkie Werner

Runner-up – Nina Lawson

Seniors

Champion – Jalaara Walker

Runner-up – Grace Hill

Boys

Juniors

Champion – Noah Gray

Runner-up – Urukhai Vallance

11 years Boys

Champion – Gypsy Presser-King

Runner-up – Kobi Evans

Seniors Boys

Champion – Dash Donald

Runner-up – Jace McMurray

Cross Country Champions – 2018

Girls

Minors

Champion – Emi Evans

Runner-up – Frieda Parkhouse

Juniors

Champion – Tegan Evans

Runner-Up – Mirranya Walker

11 years

Champion – Elkie Werner

Runner-up Nil

Seniors

Champion – Grace Hill, Kalahni Gray, Kasimir Vallance

Runner-up – Nil

Boys

Minors

Champion – Phoenix Langsford

Runner-up – Ryder Atkinson

Juniors

Champion – Bayley Lane

Runner-up – Asher Berthold

11 years Boys

Champion – Gypsy Presser–King

Runner-up – William Devereaux

Seniors Boys

Champion – Jace McMurray

Runner-up – Caylem Harvey