

2020 Annual Report

Scotts Head Public School



3635

Introduction

The Annual Report for 2020 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.

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Message from the principal

Leadership is an incredible privilege. It is exciting because you can achieve things you've aspired to do throughout your career. It is hope-filled because you appreciate the capacity, generosity and talents of those around you. In our context it is joyful because we work with children and young people and are reminded each day of possibilities. You are only as good as your team and I want to thank the staff for their endless energy, skills and devotion to the school, they are incredible group of professionals. Displaying unparalleled resilience in the last 12 months as they faced some significant challengers, teaching through the worst drought in living memory, bushfires, floods and the pandemic of COVID 19..

Thank you to all parents for your endless hours of volunteering, chaperoning, reading, organising, donating and doing whatever is necessary to support students-both at home and at school. Special thanks to our P & C who, as usual, go above and beyond the call of duty to provide whatever is necessary to add to our students' already rich school experience. A huge thanks to our ex-students who are invaluable in what they give back to the school - whether that be as special guests or through career advice and mentoring, or in returning to share celebrations like our Aboriginal and Indonesian cultural events.

To the students: Thank you for all your dedication to learning. I am so honoured to be your principal; you make me proud and keep me laughing and young at heart. I am grateful for your kindness, joy, astute insights and amazing talents and will continue to witness to Learn as you Grow.

I am thankful for the colleagues who I've worked with, particularly the leadership teams. I thank them for leading with justice, compassion and being committed to the excellence for both students and staff.

Community is also about the future, and the ongoing conversation between what now and what next. Our new four-year plan will take us into that future - the directions are about our staff and students, who have all made a significant contribution to its creation, a perfect example of collaboration, creativity and expertise.

I look forward to seeing you again in the future as our journey together continues, it has been a privilege and an honour to learn, teach and lead with you all.

School vision

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 109 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Evidence Based Practice

School self assessment against the SEF indicates movement from:

- delivering to sustaining and growing within the teaching domain element of *effective classroom practice* (explicit teaching and feedback); *the use of data in planning*.

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)

Progress towards achieving improvement measures

Process 1: Using Evidence Based Practice

- Teachers confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy learning progressions.
- Building teacher capacity through collaborative based processes and reflective practices.

Evaluation	Funds Expended (Resources)
<p>Teachers are working towards embedding the use of learning intentions and success criteria within writing. They are still developing the explicit use of exemplars to guide and inform student self assessment.</p> <p>Most students are more clear about what they are learning and why it matters. Surveys indicate that fewer students talk about behaviours that support effective learning and are now identifying learner qualities that empower them as learners. Most are still not clear about their progress, although all expressed confidence in their ability to make progress. Still most are not aware of their next steps in their learning progression within writing.</p>	<p>Provide ongoing PL for teachers addressed to areas of need for Visible Learning and assessment.</p> <p>Student survey on learning goals and where they need to go next.</p> <p>Teacher programs, assessment data and PLPs/Walk-throughs and in class observations.</p> <p>Exit slips and assessment data.</p> <p>Quantative data on how many are using class dojo, TTFM and school surveys.</p> <p>PL- \$1700 (4 Teachers K-3)</p>

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PL- \$1900 (All Teachers)

Writing Moderation PL- \$4400 (5 staff, all grades)

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.

Improvement Measures

Evidence Based Practice

School self evaluation against the SEF indicates movement from :

- 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.

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.

Progress towards achieving improvement measures

Process 1: Assessment Capable learners

- Students develop skills to think creatively and critically to solve problems collaboratively.
- Teachers provide responsive and engaging curriculum to embed Indigenous education, Asian cultural understanding and Sustainability programs.
- Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.
- Learning maps provide students with forum to plan, monitor and evaluate their learning.

Evaluation	Funds Expended (Resources)
<p>Whilst we have made some progress towards in moving from Sustaining & Growing to Excelling in the theme of Student Engagement within the Learning Domain: Assessment, we still need to continue our work in this area.</p> <p>Teachers are using a greater range of formative and summative assessment to provide opportunities for students to receive feedback on their learning. Students and their parents do not have a clear understanding of the assessment approaches used within the school and how it benefits their learning.</p> <p>The school does not have a shared understanding of the learning process (building knowledge, making meaning, mastery).</p> <p>Staff have a range of responses in their confidence to implement learning strategies reflective of visible learning pedagogy. Whilst all staff have adopted these strategies, all feel that they are not yet an embedded practice and students are not confident in using learner qualities to reflect on where they are in the learning pit or how what strategies they could use to accept the challenge of learning.</p> <p>Refinement of learner qualities, the learning process and learner qualities will occur at the commencement of 2021 across all classes.</p>	<p>Visible Learning PL- \$10,375 (All teachers)</p> <p>Funding Sources:</p> <p>Socio-economic background \$10,375</p>

Process 2: Wellbeing Framework

- PBL- positive behaviour for learning systems and practices ensure optimum and consistent conditions for student learning across the whole school through a Growth Mindset ethos.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Behaviours are explicitly taught in weekly PBL lessons across all schools settings reflective of student data.</p> <p>We have moved towards Excelling within the domain of Wellbeing: Behaviour.</p> <p>The Interrelate programs such as the Seasons for Growth and RAGE a anger management programs strengthened relationships between the Stage 2 and 3 girl cohort of our school and addressed calming strategies. Further professional learning to deepen staff knowledge of trauma informed practice such as MAPA and deeper engagement with the wellbeing framework, with the support of District Office staff will support staff to develop more effective practices to support students with additional needs and complex behaviour.</p>	Socio-economic background\$9,902

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background \$15,772	<p>All students had the opportunity to work with a local Elder who has a strength in Physical Development, Health and Physical Exercise. He targets talented or interested students who want to focus on improving their skill level and achieve personal bests, which many times leads to our indigenous students being successful at a higher level in competitions.</p> <p>The Gumbaynggirr Cultural and Bush Tucker Track is a learning resource that promotes biodiversity values through the 'accessible' concept of bush tucker/medicinal plants. The focus is building stronger links with local Elders, community members, national park rangers, bringing a greater understanding of local indigenous culture, historical perspectives and knowledge systems within the school and the wider community. A number of other schools have visited the track. Students at the school are the tour guides, leading small groups around the track, offering wisdom on plant, dreaming stories and culture. A highly successful teaching engagement strategy, which continues to grow every day.</p> <p>Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school member</p>
Low level adjustment for disability	Low Level Adjustment \$ 16,014	<p>Data gathered during the intervention shows that students often experience the most growth in the final stages of the program, when everything comes together. Therefore, a school's decision to invest in this learning intervention program has lifted our student outcomes. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school directions.</p> <p>QuickSmart is an intervention program designed for students who experience persistent difficulties in literacy and/or numeracy. The programs provide a framework with short and targeted lesson components for educators to work through with their students.</p> <p>The aim of QuickSmart is to enable students to become automatic (quick) in their basic skills in order to move onto more complex problem-solving skills (smart).</p>
Quality Teaching, Successful Students (QTSS)	QTTS Release for Quality teaching rounds and feedback opportunities on Visible Learning \$20,017	Visible Learningplus journey built foundational knowledge of the Visible Learning research. Teachers and school leaders received tools for gathering evidence of effective practice in their schools and classrooms and created a plan for making learning visible for all students. Teachers discussed the most important messages from the Visible Learning research and understand what does-and

Quality Teaching, Successful Students (QTSS)	<p>QTTS Release for Quality teaching rounds and feedback opportunities on Visible Learning \$20,017</p>	<p>doesn't-make a significant difference to student achievement.</p> <p>Teachers learnt what evidence they should collect to be a Visible Learning school. Leaders in the evidence into action seminars received tools and processes for gathering data. Teachers learnt what evidence you should collect to know if they have a Visible Learning classroom, with a focus on understanding the characteristics of visible learners and measuring their impact on students. In the Evidence Into Action day 3, leaders analysed their gathered evidence to determine school priorities and targets and then developed an action plan for making learning visible in the school plan strategic directions for 2021-2024.</p> <p>What can data tell us about our impact on student learning? Teachers analysed and shared their evidence of the action plan for moving forward. By the final leadership day, the school leaders had a very clear action plan to follow and implement in 2021.</p>
Socio-economic background	<p>Socio-Economic \$14,403</p> <p>0.2 Staffing- \$21,876 as an Instructional Leader</p>	<p>Funds were allocated to support professional learning and teacher professional development. Teacher knowledge and use of the literacy and numeracy progressions has improved. Additionally, learning outside the classroom is increasing student awareness of how we learn and the context in which learning takes place, not just at school. Environmental education and sustainability continues to be a focus.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	61	63	60	65
Girls	49	52	45	44

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	85.6	89.6	93.9
1	92.4	83.2	94.7	92.8
2	94.4	88.1	90.2	88.7
3	93.6	90	91	90
4	93.3	92	90.4	89
5	93.2	90.7	92.1	90.1
6	92.2	91.3	91.5	89.5
All Years	93.1	89.1	91.4	90.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	189,017
Revenue	1,757,117
Appropriation	1,732,410
Sale of Goods and Services	-60
Grants and contributions	24,254
Investment income	513
Expenses	-1,737,786
Employee related	-1,587,033
Operating expenses	-150,753
Surplus / deficit for the year	19,331
Closing Balance	208,348

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	154,278
Equity Total	99,843
Equity - Aboriginal	15,772
Equity - Socio-economic	46,181
Equity - Language	0
Equity - Disability	37,890
Base Total	1,088,166
Base - Per Capita	25,253
Base - Location	23,402
Base - Other	1,039,511
Other Total	261,198
Grand Total	1,603,485

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.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

We value and prioritise all feedback from parents, students and teachers to improve and make continual progress in all areas for multiple stakeholders within the school community. To formally assess our parent body and their level of satisfaction within the school a parent/caregiver survey was distributed to all families. The specifically targeted areas for feedback included students feeling safe and happy while being supported socially. The communication between school and families regarding student progress. The school and parent perception in response to discipline matters. The cleanliness of school. Feedback regarding the equity the school gives to academic and extracurricular activities. The schools use of innovative methods to enhance further understanding of complex subjects. The feelings around the schools encouragement for parental involvement and the regularity of parent teacher meetings.

We were pleased at the number of responses received and all information was collated in a spreadsheet. This information was then shared with all staff including SLSO and SAS at various meetings, where parent survey data was analysed and discussed in relation to best practice.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.