

Scotts Head Public School

2019 Annual Report



3635

Introduction

The Annual Report for 2019 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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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

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 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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>Teaching and learning programs utilise assessment evidence data to drive and track teaching and learning development and implementation. Programs explicitly state learning intentions and success criteria which is used to provide explicit feedback to students.</p> <p>Staff have developed assessment strategies for learning, to improve students current levels of achievement and progress. Teachers have demonstrated growth towards these processes and increased student agency about their learning. As students are informed of what they are learning, why it matters and are able to monitor their our progress aligned to the progressions.</p> <p>Surveys indicate that the small school network has supported professional learning and collaboration towards developing consistency in teacher judgement and deepened pedagogical understandings to inform teaching practice.</p> <p>Teachers are consistently using learning progressions, formative assessment and effective feedback to students, parents and self to improve student learning. All teachers are working collaboratively, reflecting on effectiveness</p>	<p>Provide ongoing PL for teachers addressing 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>\$24463</p>

Progress towards achieving improvement measures

across the learning community staff utilise student achievement data to inform students of levels of achievement and plan next most powerful step. In numeracy, staff will adjust planning proformas to include assessment of, as and for learning, using the for learning assessment as a diagnostic tool to inform students of their current levels of achievement.

Programs will contain the aspects of the progressions to demonstrate the develop of skills and knowledge. These will form the success criteria to be shared with students. Assessment of learning will be recorded on the program by highlighting assessment as learning will be provided from work samples and anecdotal notes. Flexible grouping will reflect assessment data. Staff identify areas for continued professional learning within Learning Progressions AITSL teacher survey, Visible learning survey.

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>Teachers and students now need to deepen the use of learning intentions and success criteria through the systematic use of analysing their work samples. Students are developing skills to effectively critique their evidence of learning aligned to the criteria using the exemplars as evidence of learning rather than as a judgement.</p> <p>Teachers will continue to develop and use student work samples as exemplars collaboratively with students to deepen students understanding of evidence of learning.</p> <p>Continued professional learning will focus on using teacher, peer, self feedback to define where am I now and what is the next step needed to achieve progress as well as sharing the journey and celebrating progress with peers and parents.</p> <p>Recognising and celebrating success needs to be systematic within the ongoing cycle of improvement using the QDAI model.</p>	<p>\$8083</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

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.

Evaluation	Funds Expended (Resources)
<p>The system to record and support improved student wellbeing is known and understood by all teachers.</p>	

Progress towards achieving improvement measures

All students can identify at least 2 staff members who know and value them as individuals.

We need to develop data to evaluate whether parents and students know and understand the PBL systems within our school. Externally produced SET data will provide evidence of impact.

The question we have as evidence of impact is:

Has the school moved in its self evaluation in the SEF to excelling within the theme of behaviour within the learning domain of wellbeing?

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,500.80 \$44,194 RAM	<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 members.</p>
Low level adjustment for disability	30,013 RAM	<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.</p> <p>Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school directions.</p> <p><i>QuickSmart</i> 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 <i>QuickSmart</i> 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)	8,538.20	<p>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</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>8,538.20</p>	<p>important messages from the Visible Learning research and understand what does—and 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.</p> <p>In the Evidence Into Action day 2, leaders analysed their gathered evidence to determine school priorities and targets and then developed an action plan for making learning visible. What can data tell us about our impact on student learning? Teachers analysed and shared their evidence of the action plan for moving forward.</p> <p>By the final leadership day, the school leaders had a very clear action plan to follow and implement in 2020.</p>
<p>Socio-economic background</p>	<p>5,000 RAM</p>	<p>This year we had 850 students and staff from 13 schools participating in Ocean Day – Scotts Head Public School, Eungai Public School, Medlow Public School, Stuarts Point Public School, Macksville Public School, Frank Partridge VC Public School, Bowraville Central, Nambucca Heads Public School, Nambucca Heads High School, Toormina High School, Bellingen High School, Macksville High School and St. Marys, Bowraville.</p> <p>There was cultural activities offering dreaming stories, language, dance, didgeridoo, weaving, massive sand mandalas, art murals and beach games. Environmental workshops provided from world experts demonstrated sustainable actions, presenting current research and solutions for a healthy ocean. Experts in their field came from Southern Cross University National Marine Science Centre, University of New England – Armidale, the Office of Environment and Heritage from Sydney and Coffs Harbour and National Parks.</p> <p>There were 21 presenters. This event will occur again in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	49	61	63	60
Girls	33	49	52	45

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	92	85.6	89.6
1	95	92.4	83.2	94.7
2	93.3	94.4	88.1	90.2
3	95.5	93.6	90	91
4	93.7	93.3	92	90.4
5	92.3	93.2	90.7	92.1
6	94.6	92.2	91.3	91.5
All Years	94.2	93.1	89.1	91.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	4.6
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	146,763
Revenue	1,703,481
Appropriation	1,652,741
Grants and contributions	49,046
Investment income	1,694
Expenses	-1,661,227
Employee related	-1,459,954
Operating expenses	-201,273
Surplus / deficit for the year	42,254

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.

	2019 Approved SBA (\$)
Targeted Total	132,115
Equity Total	98,456
Equity - Aboriginal	21,029
Equity - Socio-economic	44,194
Equity - Language	0
Equity - Disability	33,233
Base Total	1,061,200
Base - Per Capita	26,983
Base - Location	24,240
Base - Other	1,009,976
Other Total	234,442
Grand Total	1,526,213

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. 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](https://myschool.edu.au) website.

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.