School context statement

Scotts Head Public School is a small school located at Scotts Head on the Mid-North Coast. The natural environment is an important aspect of our school. Environmental education is integrated into the regular curriculum to encourage students to take care of themselves, their school and local and global community.

Scotts Head Public School has a history of sustainable planning for both students and the wider community. Our connection with the local community allows a number of extra-curricular activities to succeed, benefiting both parties. The value placed on volunteer involvement encourages parents, students and community members to contribute to the unique culture of the school.

We are one of four schools in NSW offering our students the Bilingual Program. This program delivers the regular curriculum for 45 minutes a day in Bahasa Indonesian and creates links with our Asian neighbours. This is the first step in expanding the minds of our students who will be able to engage in future global environments. This belief of becoming a global citizen is reflected through our focus on ICT and the integration of connected classroom technology; giving students the opportunities to investigate the virtual world.

All of 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 students to reach their full potential.

Principal’s Message

Forms of learning, communication, teaching pedagogy and relationships are constantly changing. We believe that the learning opportunities we provide for students need to be engaging, flexible, diverse and encompass contemporary future contexts. Scotts Head Public School is a hub for cohesion, innovative learning and excellence through quality teaching and a network of partnerships within local and global communities. At Scotts Head we are unique, as we are one of only four primary schools in NSW offering our students the Bilingual program. The program delivers the regular curriculum for 45 minutes a day in Bahasa Indonesian, developing language skills, knowledge, understanding and acceptance of Asian societies, cultures and environments. This supports our ongoing direction of our school to prepare students for their life beyond school and to develop their knowledge, skills and capabilities to be global citizens. At Scotts Head Public School we are enhancing opportunities for our students to effectively live, work and learn in our region, developing the skills to communicate and engage with the peoples of both Asia and the wider world. 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 are integrated into the regular curriculum to encourage the students to learn the value of healthy sustainable living and its importance to 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 that are also sold to community members. We have recently introduced the Gumbaynggirr Pathways to Learning Project Bush Tucker Track. Developing a learning resource, in the form of a walk trail through a restored remnant forest, will promote biodiversity values through the “accessible” concept of bush tucker/medicinal plants. Our focus is building stronger links with local elders, community members and national park rangers, 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 PS 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 that 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.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
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<th>2014</th>
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<td>43</td>
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<td>Female</td>
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**Student attendance profile**

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<th>2014</th>
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<td>94.4</td>
<td>93.4</td>
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**State DEC**

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<tr>
<th>Year</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Bahasa Indonesian</td>
<td>1.4</td>
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<tr>
<td>Teacher Part-time &amp; RFF</td>
<td>0.336</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>11.336</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was no Indigenous composition of the workforce. Although we had one Indigenous person visit the school in a consultancy capacity one day per week for three terms.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
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</table>

Professional learning and teacher accreditation

One staff member from NSW Institute of Teachers gained accreditation.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td><strong>Total income</strong></td>
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</tr>
</tbody>
</table>

| **Expenditure**                 |            |
| Teaching & learning             |            |
| Key learning areas              | 30742.58   |
| Excursions                      | 12503.40   |
| Extracurricular dissections     | 6463.64    |
| Library                         | 490.93     |
| Training & development          | 0.00       |
| Tied funds                      | 220563.76  |
| Casual relief teachers          | 24896.46   |
| Administration & office         | 21886.24   |
| School-operated canteen         | 0.00       |
| Utilities                       | 12113.11   |
| Maintenance                     | 16623.49   |
| Trust accounts                  | 3902.66    |
| Capital programs                | 2846.00    |
| **Total expenditure**           | 353032.27  |
| **Balance carried forward**     | 121858.11  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Yarrahappini ‘Health and Wellbeing Day’

On Friday 29th August we had a whole school excursion to the biannual Yarrahapinni Festival held at Stuarts Point Public School. Stuarts Point, Eungai, Scotts Head and Medlow Public school students and staff came together to learn about living an active and healthy lifestyle. The day featured eleven different workshops that students and family from around the area could be involved in. Graeme Donovan and his troupe opened the festival with Aboriginal dancing and
Clayton Donovan treated us with a cooking demonstration of Sung Choi Bao using both locally sourced products and bush tucker produce. Amazing workshop volunteers made the day a huge success and Denise Bird concluded the grand finale with a fantastic Zumba class that got us all up and moving. At the end of the day the children received a “goody bag” to take home. Congratulations to all the students for their excellent behaviour and willingness to participate in the spirit of the day and a huge thank you to Stuarts Point Public School for their hospitality.

Kindergarten 2014 Orientation Program

For children, the transition from home or preschool to kindergarten means adapting to new people, different situations and surroundings and learning a whole new set of rules and expectations. When children begin school, they draw from previously learned skills and behaviours to help them adjust to a different environment. At Scotts Head Public School staff and the Year 5 & Year 6 “Big Buddies” of the new Kinder students, see it as our responsibility to try and reduce the differences and enhance the similarities between environments so that children are able to make a smooth and successful transition. Families and communities also play an integral role in the orientation program. Learning starts at home and parents are and always will be their child’s first teacher. At our Parent Information Session we ensure that families are aware of the school routines, policies, expectations and guidelines to ensure that they are preparing their children at home for the changes they are about to embark on.

The Kinder Orientation Program this year involved parents attending an information session and children attending four sessions at school. Every new Kinder student is presented with their own personalised Orientation Book that includes a photo of their Big Buddy and visuals that outline everything they need to know about going to big school. This has proven to be a successful initiative as we had a very smooth transition to school at the beginning of 2013 with our twenty-one new Kinders.

Best Start

At the parent information session, parents are made aware of the Best Start on-entry to school assessment. Best Start helps identify the literacy and numeracy skills that each student brings to Kindergarten. This information allows the Kindergarten teacher to identify the ‘where to next’ for each individual by mapping students onto the learning sequence of the Literacy and Numeracy Continuum. Bu Anna, the Kindergarten teacher is able to provide feedback to students about their literacy progress and inform them of the skills and strategies they need to develop further in order to move along the learning sequence.
L3 – Literacy, Learning and Language

In May this year Anna Walshe, the Kindergarten teacher began training in L3 – Literacy, Learning and Language. L3 is a research-based, Kindergarten classroom intervention program targeting text reading and writing. The program has been implemented in Kindergarten and complements the daily literacy program supporting the development of informed, systematic, explicit instruction based on data to target reading and writing. Results to date have been very pleasing.

Book Fair

Our school Book Fair was held on Friday August 22nd. It was held in conjunction with Grandparents Day as a way to involve the school community in the students’ love of reading. Our second annual ‘Cook-A-Book’ cake competition was also held on the day and the standard of entries was so impressive that we had to draw the winners names out of a hat as we couldn’t pick just one.

A highlight of the day was the visit by ex-principal Mrs Angie Evans. Angie read to the children, parents and grandparents in the library. It was wonderful to have Angie back in the school to share her love of quality texts with the children.

The students also participated in a craft activity and bought books and accessories in the Book Fair shop. $1671 was raised on the day and software for our iPads was purchased from our commission.

Positive Partnerships

Positive Partnerships provides training to teachers, school leaders and other education professionals about how to best support students with an autism spectrum disorder in the classroom, and how to create an ‘autism friendly’ school culture. Lyndsey Caldecott and Deborah Thomas were our two staff members trained and responsible for the implementation of the program. They presented what we have achieved at Scotts Head to a gathering of other schools in the Coffs Harbour / Nambucca area. The convener of the course was most impressed with the professional manner in which Lyndsey and Deborah presented and how advanced our school is in the whole process.

As part of the four day training course that took place over Term 3 and Term 4 we had to decide on a school project that we would undertake that would assist the school in becoming more autism friendly.

Positive Partnerships - Our School Project

At the beginning of our journey we decided there were a number of areas we needed to improve to make our school more ‘autism friendly’. We had already begun our journey with PBL (Positive Behaviour for Learning) and this assisted in tying it all together to ensure a cohesive action plan.

1. Our main priority was to develop resources and visuals to make an immediate impact in the classroom.
2. We looked at the learner profiles and updated them to include pictures and recent information about the child.
3. We began our journey of improved signage across the school and re-visited our discipline policy.
4. We looked at a way to streamline the process of data collection, Personal Learning Plan development and how PLP meetings were run.
5. We designed a **learning and support policy** that detailed the role of the learning and support team meetings and included a **learning and support team referral**.

We achieved a lot of our milestones through the support of our staff who were very accepting and welcoming to the new ideas and changes. Our huge successes were changes in the discipline policy and utilising behaviour monitoring cards and conferencing to get to the bottom of problem behaviours.

We are currently in the process of getting signage designed and made for around the school to highlight behavioural expectations. All signs include visuals and Indonesian translation. 2015 will signal the start of our new PLP processes and this will provide an opportunity to gauge the effectiveness of the changes we have put in place.

**Positive Behaviour for Learning (PBL)**

In 2014 the PBL team achieved many milestones in terms of ‘whole school change’ to behaviour. The team has met regularly to consider future directions and address the targets on the school action plan. Some of the achievements are listed below:

- Dots for lining up
- Dinosaur feet for walking
- Implementing Matrices (Playground and Classroom Expectations)
- Colour coding school to values colours
- Values Activities Afternoon
- Coloured wristbands
- Banners at the front of the school
- School Pledge
- School Song at bell times
- Staff T-Shirts
- Focus value for the week
- Introduction of take home visuals for parents according to the school values
- Peer Support Groups run by peer leaders on a fortnightly basis around the school values
- End of term values awards
- Blue merit system
- Rules for playground games

In addition to this, the school held a Values Activities Afternoon to celebrate their progress with the values during term 3. This involved a series of games to support the values and encourage teamwork. Students dressed in a values house team colour, received wrist bands and enjoyed a values coloured ice block at the end of the day.
Kimochis Program

Kimochis (KEY. MO.CHEE) which mean feelings in Japanese- are plush educational toys designed to help kids identify, understand and manage their feelings in a fun comfortable way.

Our school has implemented this program into the Kindergarten and Year 1/2 class in the last half of this year with very pleasing results. Through the implementation of this program we have seen students begin to identify their feelings. We have been able to use the toys to assist students to talk about different situations they may find themselves in and how to self regulate their emotions. The Kimochis toys have also assisted individual students adjusting to change in the daily school routine which may be unfamiliar and cause anxiety and has allowed them to participate in classroom activities.

We look forward to further developing this program within our school in 2015, to assist our students to become more independent and resilient.

Visiting Performances

In May we hosted a show about the use of illusion, juggling and ventriloquism. The show stimulated the students and was an integral part of their Drama and Art areas of study, by using creative thinking. In June the Gamelan Music Indonesian Workshop took place. During September the Life Education Van arrived and the lessons taught were related to our PDHPE curriculum. In October we had a performance called “The Right Balance” focusing on our school values of teamwork, honesty, respect and responsibility coupled with resilience methods to cope with bullying.

Excursions

Canberra Excursion

In August, 2014 the year 4/5/6 class attended a school excursion to Canberra for five days. 17 students from Scotts Head attended along with students from Stuarts Point, Eungai and Medlow Public Schools. For the duration of the excursion students stayed at the Canberra Youth Hostel. The itinerary consisted of the following:

- A day trip to Cooma and Smiggins Holes at Perisher Snow Fields
- A visit to the Australian Institute of Sport
- A visit to the Royal Australian Mint
- A tour of Parliament House
- A visit to the National Gallery
- A visit to the National War Memorial (including the Last Post)
- A visit to Mount Ainslie
- A visit to Questacon
- A tour of Embassy Drive
- A visit to the Indonesian Embassy
- A tour of Old Parliament House (The Museum of Democracy)
- A visit to the National Exhibition
- A visit to Telstra Tower overlooking Canberra

This was a valuable learning experience for all students.

Canberra Excursion 2014

Written by Henry

**Day 1**

We got on the bus at 6:00am and at 6:15am we stopped at Stuarts Point to pick up Stuarts Point children. We stopped at Bulahdelah and passed the ball around as well as having some recess. Then we got back on the road and travelled two and half hours to Sydney where we stopped and played soccer. We also had some lunch.

We finally got to Canberra at the YHA. Then we found our roommates and went and checked out our dormitories. After that we went to dinner and had some rice, vegetables, some meat and Ash and I both agreed it was delicious. After dinner we went to the AIS and saw where all of the athletes train, it was so cool!

We had some breakfast and then got on the bus and travelled 2 hours to Cooma to collect our ski gear. Then we travelled about 2 and half hours to Perisher Snow Fields. Then we got there and had a choice of pork sandwiches, ham sandwiches or chicken sandwiches. After we had some lunch we went up the hill and started the snowball fight!

It was a lot of fun bombarding Mrs C with lots of snowballs. Then we went down to the bottom of the hill and took a group photo and then went back to the bus and took off all of our snow gear and put it in the bottom of the bus and then set off. We arrived in Cooma two and half hours later and dropped off our clothes. Then we went back to the YHA and went down to dinner and had Chinese noodles and some pork and vegetables, as well as a bread roll.

**Day 3**

We went down to breakfast and had some cereal and some toast as well as apple juice. Then we went back up to our dormitories and got our warm clothes and went to the Royal Australian Mint at 9:00am. We saw the coins being made and after we saw all of the coins being made we went to make our own commemorative coin. Then we got back on the bus and went to Parliament House and went on a tour.

We went into the House of Representatives. Our tour guide told us a bit about the House of Representatives. After that we went to the Senate and the guide told us a little about the Senate. Then we had lunch and we had a choice of a ham sandwich, chicken sandwich or beef sandwich. After lunch we went to the National Gallery and I thought all of the art was cool! Then we went to the War Memorial and all of the models were really cool.

We stayed at the War Memorial for the Last Post. Then we went back to the YHA and had some roast beef and vegetables and some cordial for dinner. After dinner we went to Questacon. I wish I could have stayed longer.

**Day 4**

After breakfast we went through the Embassy Drive. After the Embassy drive we went into the Indonesian Embassy. It was so interesting! Then we went to the Old Parliament House or as we call it now the Museum Of Democracy. Then we had some lunch and for lunch we could have a ham sandwich, chicken sandwich or a beef sandwich. After lunch we went to the National Exhibition, which was very interesting! It was all about how Canberra was planned and built. Then we went home and had some spaghetti bolognese.
After dinner we went to Telstra Tower and it was very tall and it was fun. When I went to the top I could see all over Canberra.

Day 5  After breakfast we went down to put our bags in the bus. After we put our bags on the bus we set off. We first stopped on the side of a highway and had some lunch. After lunch we went and played bull rush and then we got back on the bus and we stopped next at Bulahdelah and had some afternoon tea. Then we set off for Scotts Head. About two hours later we arrived in Scotts Head. The trip took eleven and a half hours to get home. It was a long trip but I learnt so much! I wish I could go to Canberra again.

Year 2/3 Excursions

Year 2/3 participated in two excursions in 2014 as a way to link their classroom studies with real life experiences. The first excursion complemented the unit of work ‘Local Environments’ and involved bus travel to the Bowraville Folk Museum, Pines Picnic Area and Scotts Head headland. The students responded positively to the ‘hands on’ opportunities provided.

The second excursion was an interactive experience presented by Hyde Park Barracks. The students were studying a unit about the First Fleet and enjoyed being taken back through time to learn about the challenges faced by convicts and free settlers. The students painted a white t-shirt with the broad arrow design and dressed up for the occasion.

Environmental Education

The students of Scotts Head Public School have many opportunities to experience environmental education. The school vegetable gardens are growing well, with the produce being utilised by the canteen and sold to parents after school. Preparations are also underway for an Asian herb and vegetable garden, with the produce being used for Indonesian cooking lessons.

The Year 2/3 class had Natasha English from Landcare NSW present a talk about taking care of our local environment. The students had the opportunity to ask questions and view the Landcare website.

We also had our annual visit from a representative of the Environmentors program. The program teaches the students about what happens to garbage after you put it in the bin. They learn about the environmental implications of littering and how new products are created from recycled materials.

Life Education

The Life Education van visited Scotts Head again on the 1st and 2nd September. The students learnt about nutrition, personal safety, body systems, safety with medicines, social relationships and physical activity. The students received a lesson in the van, a sticker and a workbook for use as part of the class Health and Personal Development program. The Life Education van will visit the school bi-annually in even years from now on.
Peer Support Groups

This year the peer support groups were revived and were a huge focus for our student leaders. Students participated in the peer support groups on a fortnightly basis, in groups of approximately 10 students from kindergarten to year 6. Many of the sessions focused on the school values, the FISH philosophy, being a kind friend and the ‘ripple effect’.

Computers

In 2014 the e-learning centre was disbanded and computers were distributed to the classrooms, with four remaining in the library. This required some re-labelling of computers across the school. Three ipads were purchased for the Year 4/5/6 classroom and five Lenovo touch screen laptops. During the computer rollout the school received an allocation of 13 points to replace old machines. The school decided to purchase ten new desktops with new monitors and three laptops. These were installed in early term 4. The school also applied for funding for students to receive ipads under learning and support, with two students successful in receiving funding.

Year 4/5/6: 8 desktops, 5 laptops, 4 ipads
Year 2/3: 8 desktops, 5 netbooks
Year 1/2: 5 desktops, 5 ipads
Kindergarten: 5 desktops, 5 ipads

Every Student Every School (ESES)

Lyndsey Caldecott (Year 4/5/6) was a member of a project grant entitled “Get it SETT” which utilised the SETT framework to support students with disabilities in classrooms. Lyndsey worked closely with students with disabilities and combined the use of ipads to increase their success with achieving curriculum outcomes. In mid term 3, Lyndsey presented a video documenting the journey to a review committee for data collection. She also presented at a Learning and Support Teacher network meeting in late term 3.

Toastmasters- Public Speaking

Throughout 2014 Year 4/5/6 participated in a Toastmasters session conducted by Stuarts Point Public School at Eungai Public School. Students were taught a series of skills for public speaking while working with students from other small schools in the area. Skills learnt were then used to run toastmasters sessions during school time over a series of weeks. Students planned and prepared speeches to share on chosen topics.

Bellingen Readers and Writers Festival – Nadia Wheatley

At the culmination of a unit looking at Nadia Wheatley’s picture book ‘My Place’ students attended a writing festival conducted by the author Nadia Wheatley at the Bellingen Readers and Writers Festival in May. Students found this experience extremely valuable and enjoyed meeting the author that they had learned so much about and been inspired by in their unit of work in term 1.

Leadership Camp

Early in term 1 Year 4/5/6 participated in a leadership camp at the Scotts Head Youth Centre. Students were involved in a range of activities encouraging the four ideals of the FISH philosophy: Choose your attitude, make their day, play and be there. Year 4 students returned to school at the end of the school day and the Year 5/6 students stayed overnight and completed their camp with teamwork games before returning to school. Once students returned to school they cooked pancakes for the rest of the school and introduced themselves to the new peer support groups that they had chosen. The four captains also attended the GRIP leadership camp in term 2 where they worked with other students from around the Coffs Harbour region to develop their skills as leaders of Scotts Head Public School.
Library

This year the library has undergone a transformation to make it a more inviting and enjoyable place for our students to retreat to and immerse themselves in books. As the library has had many homes after the last couple of years we felt that it was important for it to establish its home within the office building. We have had new shelving created to make the books more accessible to the students. We have placed stickers on the spine of the books which alerts you as to the authors surname to assist with the returning of books into the correct place to avoid books becoming lost. It has now been set up as a working space where teachers can benefit from the interactive whiteboard and video conferencing equipment as well as providing a space for students to sit and read or relax on bean-bags. We look forward to continuing to develop our library resources in 2015 and providing our students with the best library space/learning environment possible.

Macksville Show Display

Scotts Head Public School created a display for the Macksville Show school arena in 2014. The display consisted of African animals on a bed of hay, geometric string art and artistic work samples from the other classes. The judges were impressed with the quality of the work and were awarded first place.

Sports Achievements 2014

Our year started off with our annual swimming carnival held on 10 February at Macksville Pool.
House Winner - Oxley on 177 points
Runner Up- Flinders 97 points

Individual Achievements:
Junior Boys  Finlay Lamont
Runner-up Jack Peachman.
Junior Girls  India Stephens
Runner-up Wulaaran Walker.
11 Year Boys  Elliot Joyce
Runner-up Ashley Williams.
11 Year Girls  Charlize Blair

Senior Boys  Jamison Jansen
Runner-up Solomon Hill
Senior Girls  Freya Lamont
Runner-up Ruby Peachman.

Team Sprint and Encouragement Award Medals – Aila Howard and Omar Makari.
We had 24 students go on and compete at the District Carnival.

Mid North Coast Swimming Carnival

We had a number of students compete at this carnival. Congratulations to the boys led by School Vice-Captain Jamison Jansen, Finlay Lamont, Jack Peachman, Henry Peachman and Kieran O’Donnell. Well done girls led by School Captain Freya Lamont, School Vice-Captain Ruby Peachman, Persia Raines, Wulaaran Walker, Imogen Lamont and India Stephens. Congratulations to Finlay and Imogen Lamont, who have made it to the next level in the PSSA Swimming, Finlay in breaststroke and backstroke and Imogen in the freestyle.

Regional Swimming Carnival

Congratulations to Finlay and Imogen Lamont who participated at the Regional Swimming Carnival at Lismore. Finlay competed in breaststroke and backstroke and was placed 4th and 5th whilst Imogen swam in the 50m freestyle and placed 7th.

Cross Country Results

Senior Girls  Ruby Peachman
Senior Girls  Charlize Blair
Junior Girls  India Stephens
Junior Girls  Wulaaran Walker
Infants Girls  Nina Lawson
Infants Girls  Elkie Werner
Senior Boys  Peter Cooper
Senior Boys  Elliot Joyce
Senior Boys  Jack Peachman
Junior Boys  Henry Peachman
Infants Boys  Gypsy Presser-King
Infants Boys  Seoul Ravonokula
Team Spirit  Holly Beard
Zone Cross Country at Grafton

Congratulations to Jack and Henry Peachman who participated in the Zone Cross Country at Grafton. Jack was placed 8th in his age group and is 2nd reserve and Henry placed 22nd. Well done boys!

Girls Touch Footy

There were 20 girls who trialled for the girls District touch footy team in Nambucca. According to the supervisor, all were well-behaved, polite and great ambassadors for our schools. It was very difficult choosing the squad for the Mid North Coast trial because there were many girls with great skills. Congratulations to Wulaaran Walker who has been selected in the District side to attend the Mid North Coast trials. Although Wulaaran Walker was not successful in making it to the next level, she has achieved an outstanding result. She was also the youngest member of the squad.

Small Schools Athletics Carnival

Solomon Hill was named Senior Boys Champion at this carnival. Unfortunately he broke his arm in the High Jump and was unable to compete at the next level.

Champions

<table>
<thead>
<tr>
<th>Category</th>
<th>Junior Girl</th>
<th>11 Years Girl</th>
<th>Senior Girl</th>
<th>12 Years Girl</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wulaaran Walker</td>
<td>Runner up Lily Pacey</td>
<td>Ruby Peachman</td>
<td>Runner up Freya Lamont</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Henry Peachman and</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Finlay Lamont</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Runner up Jack Peachman</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Solomon Hill</td>
</tr>
<tr>
<td>Senior Boy</td>
<td>Runner up Jamison Jansen</td>
<td></td>
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</table>

Small Schools Athletics Carnival Results

The following students were successful at this carnival and progressed to the District Carnival.

Girls

<table>
<thead>
<tr>
<th>Event</th>
<th>Age</th>
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<tbody>
<tr>
<td>100m</td>
<td>8 Years</td>
<td>Chloe May</td>
<td>Jalaara Walker</td>
<td>Grace Hill</td>
</tr>
<tr>
<td>100m</td>
<td>10 Years</td>
<td>Wulaaran Walker</td>
<td>India Stephens</td>
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</table>

Boys

<table>
<thead>
<tr>
<th>Event</th>
<th>Age</th>
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<th>2nd</th>
<th>3rd</th>
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</thead>
<tbody>
<tr>
<td>100m</td>
<td>8 Years</td>
<td>Zac Pacey</td>
<td>Kieran O’Donnell</td>
<td>Luca Telfer</td>
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<tr>
<td>100m</td>
<td>9 Years</td>
<td>Jack Peachman</td>
<td>Henry Peachman</td>
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<tr>
<td>100m</td>
<td>10 Years</td>
<td>Jamison Jansen</td>
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<tr>
<td>11 Years 800m</td>
<td>3rd</td>
<td>Elliott Joyce</td>
<td></td>
<td></td>
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<tr>
<td>Jnr 200m</td>
<td>1st</td>
<td>Jack Peachman</td>
<td>Henry Peachman</td>
<td></td>
</tr>
<tr>
<td>Snr 200m</td>
<td>1st</td>
<td>Jamison Jansen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jnr Long Jump</td>
<td>1st</td>
<td>Henry Peachman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snr Long Jump</td>
<td>1st</td>
<td>Henry Peachman</td>
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</tr>
<tr>
<td>Jnr Shot Put</td>
<td>1st</td>
<td>Ethan Joyce</td>
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<td></td>
</tr>
<tr>
<td>Jnr Discus</td>
<td>1st</td>
<td>Jack Peachman</td>
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</tr>
<tr>
<td>Snr Discus</td>
<td>2nd</td>
<td>Jamison Jansen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jnr High Jump | 2nd | Jack Peachman |
| Jnr Shot Put | 2nd | Henry Peachman |
| Jnr Discus  | 2nd | Jamison Jansen |
Nambucca District Athletics Carnival

Congratulations to all our students who attended the Combined Nambucca District Athletics Carnival. The following students were selected in the Mid North Coast Team from their results.

Henry Peachman
1st Jnr High Jump, 2nd Jnr 200m, 3rd Jnr Long jump

Jack Peachman
1st Jnr 200m, 1st Jnr 800m, 3rd Jnr Discus,
1st 10 Years 100m

Ruby Peachman
1st Senior High Jump

Wulaaran Walker
1st Jnr Discus, 2nd Jnr Shot Put,
1st Jnr High Jump, 1st Jnr Long Jump,
1st 10 Years 100m, 1st Jnr 200m

Jalaara Walker
2nd 8 Years 100m

MNC Athletics

Jack Peachman:
2nd Jnr High Jump (5th Jnr 800m)

Wulaaran Walker:
2nd Jnr Discus, 2nd Jnr 200m (4th Jnr Shot Put,
5th Jnr Long Jump, 9th Jnr High Jump)

Ruby Peachman came 6th in Snr High Jump,
Henry Peachman 7th in Jnr High Jump,
Jalaara Walker ran in 100m heats and just missed the final.

Going to State Championships

Outstanding athleticism from Wulaaran Walker and Jack Peachman has resulted in both qualifying for the NSWPSSA State Athletic Championships that was held in Sydney from 15th October 2014. Wulaaran won her 100m event and came 3rd in the Jnr Girls Discus while Jack qualified by coming 3rd in the Jnr Boys 200m. A great effort by these two fine athletes to be the best and third best in the North Coast Region that stretches from Tweed Heads in the north to the Hastings area in the south. They both competed at the State Titles representing our school with distinction.

Cricket- 4/5/6 Class Term 2

In term 2 the 4/5/6 class went to a cricket gala day held at Stuarts Point. Students played teams from Eungai Public School, Stuarts Point Public School and Medlow Public School.

Jack’s terrarium
Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 14 students sat the NAPLAN Test in Literacy. Bands 4, 5 and 6 were the highest bands attainable for the Year 3 students. In reading 64% of students attained Band 3 or higher compared to 76% statewide. In spelling 46% of students figured in Bands 5 and 6.

NAPLAN Year 5 - Numeracy

In 2014 only five students sat the NAPLAN Test in Literacy and Numeracy. This cohort of five students is too low in number to draw any conclusions.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014 only five students sat the NAPLAN Test in Literacy and Numeracy. This group of five students is too low in number to draw any conclusions.

Average progress in Reading between Year 3 and 5*

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<thead>
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Average progress in Spelling between Year 3 and 5*

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Average progress in Grammar & Punctuation between Year 3 and 5*

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<tr>
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Average progress in Numeracy between Year 3 and 5*

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Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal education is a continuing perspective that is integrated into teaching and learning programs that we deliver to students. As a school, we acknowledge the traditional owners of the land, the Gumbaynggirr people, at school assemblies and events.

Working with Aunty Shaa, a Gumbaynggirr storyteller, artist and cultural facilitator, we have been able to build an awareness and cultural sensitivity for students in regard to understanding Aboriginal cultural perspectives, history and links to the land.

Building this awareness has included:

- Students and community members establishing a bush tucker forest. While in the forest the students respectfully wear red headbands as the red represents the natural earth pigment of red ochre.
- Students and staff celebrating Harmony Day, a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world.
- Working with textile artist Kathy Khatchadourian, to create an Aboriginal animal patchwork wall hanging for each class and screen-printed pillowcases to celebrate NAIDOC 2014.
- Our NAIDOC celebration included talks by Uncle Robin Bryant (Vietnam War) and Uncle Abby Wilson (son of Charlie Wilson from WWII) and Uncle Martin Ballangary, a parade of the class Aboriginal animal wall hangings. Our guests included Dungutti and Gumbaynggirr elders, Aboriginal Field Officers from Gagaal Wanggan and Aunty Sue Tomkins who kindly prepared a bush tucker afternoon tea.
- A school–university partnership with Southern Cross University to promote Indigenous community engagement through Nature Journaling and gaining knowledge of bush tucker foods, products and medicines.
- Years 5 & 6 had a tour of Gaagal Wanggaan National Park and found out why the park holds special significance to the Indigenous community.
- Reconciliation Week and National Sorry Day. At our assembly Aunty Shaa shared a story about Aboriginal people, culture, respect, heritage, values and beliefs of Australia’s First Peoples.

Reaching Out, Reaching In

A school–university partnership to promote Indigenous community engagement through the linkage of design activities with Indigenous ways of knowing

The Scotts Head Primary School Reaching Out, Reaching In project was conducted with Southern Cross University during Terms 3 and 4, 2014. The pilot project received a small amount of internal funding for research purposes through the School of Education, Southern Cross University. Physical resources for the garden such as plants, mulching and maintenance personal were drawn from funding obtained by Scotts Head Primary School.

The project involved building on the current Bush Tucker Garden area as a ‘Pathway of Knowledge’; a self guided educational walking trail through a section of the school site. The project engaged a front-end design process with the aim to identify existing and establish new Indigenous plant species.

There were five workshops provided to the school by SCU staff and an external botanical expert. One Indigenous elder, currently working at the school one day a week, was a key participator in the project.
The first one-day workshop was held for the teachers and teacher assistants on the 14th July 2014. The workshop was opened by Indigenous Elder Aunty Shaa, who spoke about “our place in nature, ways of knowing and telling the story”. Dr. Jenny Johnston from SCU provided a positional and directional language session, while Wayne Brennan (botanist) discussed plant species and engaged everyone in a garden walk. Dr. Judith Wilks shared teaching ideas for topography and geographical tools through various activities, while Dr. Angela Turner shared ideas for Nature Journaling and facilitated a 2D conceptual garden design activity. The purpose of this workshop was to provide ideas the teachers could implement in their classroom lessons.

Dr. Angela Turner and Wayne Brennan conducted four structured workshops for the students and the teachers. These workshops occurred toward the end of Term 3 and continued through to Term 4. In these workshops, students were exposed to Nature Journaling techniques, which involved conceptual manual drawing skills, tactile experiences and measuring various leaf shapes. Botanical aspects engaged the students in understanding what the purpose is for trees, leaves, flowers, fruits and seeds.

Tactile experiences and bush safety were explored and locating, measuring and counting existing flora involved practical based activities within the garden. During this period Aunty Shaa shared Indigenous perspectives with the students and concluded by sharing this knowledge with the teachers as a reflective recount in the classroom.

**Indonesian**

This year our Indonesian bilingual program has continued to prove successful. The program has been run in all classes from Kindergarten, 1/2, and 2/3 to Kelas 4/5/6 with each kelas having at least one Indonesian lesson per day for one hour. The kindergarten kelas often completes a morning routine in Indonesian, where they discuss things such as the weather, days of the week, the date, colours, numbers, timetables, feelings, animals, likes/dislikes etc. The Kindergarten, 1/2, 2/3 and 4/5/6 classes are mostly taught through the immersion method. All lessons are taught predominately in Bahasa Indonesia (Indonesian language), with most lessons taught from the COGS units (HSIE, PDHPE, Science).

Weekly Indonesian reading Groups have been highly successful this year and is taught in every class. These reading groups as well as additional small group work/ focus groups allow the students to extend their vocabulary knowledge, improve their reading and grammar in Indonesian. Each student can progress through various reading stages.

Kelas 4/5/6 during their excursion to Canberra this year visited the Indonesian Embassy. They watched a video about Indonesia, and then viewed a Wayang Play which the students were able to participate in. Students then also played gamelan instruments. Finally students took a bus tour to all of the other embassies in the area.

This year we have had many special visitors to our school to observe and train staff on the Bilingual program including Kylie Farmer, a Languages Education Consultant who facilitated the Bilingual Schools Network in Victoria and co-ordinated a bilingual program at Huntingdale Primary School. Her role was to expedite clear and effective processes and structures for ensuring planning and pedagogies to support learning of curriculum content and literacy development in English and Indonesian.
Our School - Healthy school

The Live Life Well @ School is a joint initiative between the NSW Department of Education and Communities and NSW Ministry of Health. Its aim is to get more students more active and more often, as well as focusing on healthy eating habits.

Scotts Head Public School became involved with the LLW@S initiative in 2014. Our school is committed to supporting both physical activity and healthy eating within the PDHPE syllabus and through the wider school environment. We are doing this through a range of activities including; a whole school structured fitness and fundamental movement skills program, get active at recess and lunch time initiatives, lessons on healthy eating and the Crunch and Sip program.

During 2013, we introduced the Crunch and Sip program. This program encourages the students to bring to school a piece of fruit or vegetables such as a carrot or celery that is eaten in class time during the morning session. This creates an easy way to help kids stay healthy, happy and maintain concentration and has been incorporated into the daily routines of every class. In addition students are encouraged to keep themselves hydrated throughout the day by drinking water in the classroom and in the playground.

We have also included regular snippets in the weekly newsletter and fact sheets on healthy eating and physical activity and ideas of how families can also promote healthy lifestyle choices at home and in their school lunches.

Our school canteen provides healthy options for students who wish to purchase their lunches.

Our school's vegetable garden continues to flourish with children participating with Mr Michael Blockey and in Term 4 with Ms Emma McAuley transforming another area into an Indonesian vegetable garden. Garden activities are directed by staff members. Some of this year's produce was sold to parents and the community as part of a fundraising event with money raised going back into purchasing more plants.

Multicultural education and anti-racism

Every Monday all classes (including the 4/5/6 class) participate in Indonesian Culture, Music and/or dance lessons, with performances staged regularly. During the year Kelas 4/5/6 learnt, created and performed Indonesian Wayang Kulit (Shadow Puppet Theater). This heightened their understanding of Indonesian culture. In term 4 Kelas 2/3 learnt about the destruction of rainforest in Borneo and the plight of the Orangutans.

Aboriginal background

Scotts Head Public School has 9% of students identify as Aboriginal. When teaching programs are being formulated Aboriginal perspectives to all units of work are included.

A significant part of the Aboriginal program is our Yarning Circle. Yarning circles are traditional places where Aboriginal and Torres Strait Islander people come together to make decisions as well as negotiate community business. Today these traditional places have been transformed into a variety of mediums. The benefits of yarning circles in education are immense. They offer a wonderful place to share and learn through the use of storytelling. They also offer a great alternative to the classroom. Within the yarning circle each participant can see and interact with each other. In many classroom, conference and meeting settings you are generally looking at other participants' backs.

Our students were assisted by Richie Donovan once a week to take part in the Sports Facilitation and Cultural Awareness program.

The positive outcomes for the community, school, staff, parents and students have been overwhelmingly successful. Thanks to Uncle Martin and Aunty Shaa and all the other Gumbaynggirr Elders who have shared their stories, culture and dance.
**Socio-economic background**
These funds assist the school and the school community to improve the learning outcomes of students from low socio-economic status backgrounds and helps to reduce the achievement gap for students in schools with high concentrations of students from low socio-economic status backgrounds. This funding focuses on improving students' literacy, numeracy and participation outcomes.

In our school we have three main aims:

- To build positive relationships across the school community.
- To improve student outcomes in literacy and numeracy.
- To implement quality teaching programs from K-6.

**Learning and Support**
Identified students received additional aid with the support of a Learning and Support Teacher. Students were assisted in their learning in both individual tuition and in small group activity lessons.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The school plan is based on the collection of data on student achievement against the Literacy and Numeracy Continuums. Teachers established a set of common assessment tasks for each stage. These provided student work samples as the basis for data analysis on the aspects of reading, comprehension and early arithmetic strategies.
- Use of NAPLAN results

**School priority 1**

**Numeracy**: Increase the percentage of Year 5 students who demonstrate greater than or equal to expected growth in NAPLAN Numeracy from 25% in 2012 to 50% in 2014.

**Outcomes from 2012–2014**

Increased student performance in numeracy skills in Year 3-6 through enhanced teaching practice through focused professional development for staff in the implementation of the numeracy continuum.

**Evidence of achievement of outcomes in 2014:**

- NAPLAN results indicated that growth in numeracy increased by 43.6 points
- Individual assessment strategies indicated an improved performance in overall mathematical competencies for all students

**Strategies to achieve these outcomes in 2014**

- Teacher engagement and professional development through the introduction of the new curriculum
- The introduction of a peer learning support group in mathematics for those students experiencing mathematical language difficulties

**School priority 2**

**Literacy**: Increase the percentage of Year 5 students who demonstrate greater than or equal to expected growth in NAPLAN Literacy from 37.7% in 2012 to 50% in 2014.

**Outcomes from 2012–2014**

Improve literacy skills with a focus on aspects of grammar and punctuation for all students through teacher knowledge of explicit teaching of grammar and punctuation, to build teacher capacity to improve student outcomes.

**Evidence of progress towards outcomes in 2014:**

- NAPLAN results indicated that growth in literacy increased by an average 84.5 points in the three strands
- Individual assessment strategies indicated an improved performance in overall literacy competencies for all students
- Enhanced assessment strategies and documentation of student progress contributed to the improvement of student outcomes
Strategies to achieve these outcomes in 2014:
- Continued self reflection of both students and staff
- Improved teacher dialogue within stage development and progression

School priority 3

Aboriginal education: Increase the participation of Aboriginal parents and carers from 12.5% in 2012 to 50% in 2013 at PLP interviews and cultural afternoons to improve engagement in their children’s learning and enhance their educational future.

Outcomes from 2012–2014

Making a Difference Where it Counts by increasing the awareness of Aboriginal cultural and language through out teaching practices and student engagement, the school through the implementation of the Aboriginal Policy.

Evidence of progress towards outcomes in 2014:
- All Aboriginal parents participated in the development of their child’s PLP
- Uncle Martin and Sue engaged the Aboriginal community in a number of cultural afternoons including the yawning circle where discussions took place involving cultural artifacts and bush tucker plants

Strategies to achieve these outcomes in 2014:
- Meetings were organised during school time to allow parents to attend and child minding facilities were made available
- Children became involved in the planning and plant selection for our bush tucker garden and our bush tucker walking path

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students expressed that they feel valued and respected at Scotts Head Public School. They felt they were cared for and they have particularly enjoyed the opportunity of being part of the K-6 Indonesian Program.

We have a strong community with a well-represented and active P&C. The partnership between the school and the P&C has seen many fundraising opportunities that enables specific programs to be supported in the school.

In a parental survey, 100% of parent respondent’s comments were supportive of initiatives introduced in 2014 and the overall progress of the school. Parents were asked for feedback on the effectiveness of programs such as the Bilingual Program and results were in agreement with staff.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes and they have determined targets for the school’s future development.

Gillian Stuart Principal
Lawrie Renshall Relieving Principal
Lyndsey Caldecott Teacher
Deborah Thomas Teacher
Anna Walshe Teacher
Brooke Farnsworth Teacher
Nicole Mason Teacher
Emma McAuley Teacher
Jo Lane School Admin Manager
April Miller P&C President

School contact information

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Scotts Head NSW 2447
Ph: 02 6569 8144 Fax: 02 6569 8329
Email: scottshead-p.school@det.nsw.edu.au
Web: www.scottshead-p.school@det.nsw.edu.au

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: