

Cessnock East Public School

Annual Report



2016



1543

Introduction

The Annual Report for **2016** is provided to the community of **Cessnock East 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.

Our Annual Report is written in the framework of 2016 being the second year in our three year planning cycle. I am delighted with the ongoing success of the strategies implemented by the school to create high quality, innovative learning experiences and the affect on our students academic achievements.

The 2015–2017 School Plan aims to transform the way we meet the needs of our 21st Century learners and to continue to improve the learning, social and emotional wellbeing of all our students. We are a school that is embedding 21st century learning opportunities and approaches for all students. Cessnock East Public School is embracing change and we are working hard to prepare our students for a world beyond school life.

Our core business at Cessnock East Public School during 2016 has revolved around our continued focus on building higher levels of performance in literacy and numeracy, whilst ensuring all students achieve their potential. Throughout 2016 all staff and students have worked collaboratively and reflected on how project based learning through REAL Projects, combined with explicit teaching has provided opportunities for them to be challenged and to think creatively. Students have developed the skills of:

- critical thinking and problem solving
- communication
- collaboration
- innovation, creativity and curiosity
- reflection

It has increased student engagement in their learning, making them more capable of meeting high expectations and to take risks in their learning.

In summary we are a school of passionate, motivated and eager to learn students and staff. The students, staff and myself thank you for your support of your child's education.

Kim Sweeny

Principal

School contact details

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School background

School vision statement

Cessnock East Public School has high expectations and promotes a learning environment that inspires children to reach their full potential and become lifelong learners. We aim to foster creative thinkers, inquisitive questioners and avid problem solvers.

Our vision is consistent with the Melbourne declaration. It is about **equity**: we are all valued for what we bring and where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best person you can be in all aspects of school life.

It is about **success as a learner**: acquiring skills to get the knowledge and understanding to become a problem solver now and for a lifetime..

Our students will grow into active and informed citizens locally, nationally and worldwide.

Our vision requires staff and leaders who:

- Know the students and how they learn and make learning relevant
- Know syllabus content and have a passion for and the deep understanding of their teaching content
- Create and maintain a safe and supportive learning environment
- Plan for and implement accountable teaching and effective learning
- Are progressive and lifelong learners themselves and take responsibility for their own professional learning and value and model opportunities to improve their teaching practice and learn from others
- Engage professionally with colleagues, parents and carers and the wider community
- Are committed to excellence and have high expectations for every student.
- Have the patience to work with struggling students, compassion and humour to help students deal with life's challenges and resilience to persevere when things are difficult.

School context

Cessnock East Public School aim is to provide a caring, nurturing learning environment supported by a friendly, committed school team of experienced professional teachers and staff. The school aims to develop children who are self-motivated learners who work both cooperatively and independently while striving to reach their full potential within the framework of the NSW Public Education System. We pride ourselves on excellent academic, personal, social, sporting and creative and performing arts programs.

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 215 students divided into 10 classes. Most classes are multigrade. 18% of students identify as Aboriginal. The school is situated within an area where the majority of students come from low socio-economic backgrounds. The school's core values are Respect, Responsibility and Striving for Excellence..

The staff consists of a Principal, 2 Assistant Principals, Instructional Leader, 13 teachers, Librarian, 6 Learning Support Officers, School Administration Manager, School Administration Officer and School Councillor.

The school's ICSEA at 896 shows a socio economic spread with 67% in the lowest quartile and 3% in the highest. The NSW DoE measure of family occupation and education index (FOEI) is 178.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools within Cessnock and the surrounding area, and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of learning our efforts over the last 2 years have been focused on curriculum and learning, assessment and reporting. In 2016 we also focused on student performance measures. In the area of curriculum and learning we continued work in the area of the new curriculums. Learning for students was made more visible and authentic through the use of success criteria and peer critiquing throughout Project Based Learning. In the area of assessment and reporting the school refined processes to collect and analyse data and then adjust flexible timetables to address student needs. In student performance measures a school culture has been developed that is positive and respectful, ensuring quality learning environments thus enhancing our expected growth results.

2017 will see increased attention to taking our parents and community on a learning journey around project based learning.

Teaching

In the domain of teaching our major focus during 2016 has been on effective classroom practice and collaborative practices. In the area of collaborative practice staff have worked together in teams to improve quality teaching through project based learning. Staff have worked in year and stage teams as well as project groups across the school to plan, teach and evaluate in order to improve teaching practice. Effective classroom practice pedagogies have developed around authentic learning through REAL projects that are engaging and rigorous.

A future direction for 2017 is to refine systems and structures to enhance collaborative practices.

Leading

In the domain of leading the focus has been around school planning, implementation and reporting. We have continued working as a team to ensure our school plan develops both staff capacity and improves student outcomes. During 2016 the school worked with the community around enhancing their knowledge around project based learning. Although the school community is positive around the overall operations of the school a focus in 2017 is to develop this further through a parent project.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raising expectations in Teaching and Learning through quality educational practice

Purpose

To ensure that the learning of all students is based on strong literacy and numeracy foundations with a quality educational delivery and consistent high standards.

Overall summary of progress

Ongoing professional learning for staff has ensured quality literacy and numeracy programs are being implemented across K–6. Staff have commenced training in L3, L3 Stage 1, Focus on Reading and TEN as well as other staff continuing their training and development in these areas. Teachers are working collaboratively sharing teaching practices aimed at engaging students and implementing best teaching practice.

Teachers are using data to drive teaching and learning, adapting timetables to make them flexible thus have the greatest impact on student learning.

During 2016 staff underwent training and development around affect and flexible use of learning spaces to cater for the individual learning needs of students in their class. Staff also underwent extensive training to develop their understanding of project based learning as well as technology training and development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">A 10% expected growth improvement from Year 3 to Year 5 in NAPLAN reading with an emphasis of high performing students	<p>Year 3 2016 NAPLAN results showed beyond expected results with 36% of students performing in the proficiency band in reading from 28% in 2015, Writing from 39% in 2015 to 45% 2016, Spelling 18% in 2015 to 41% in 2016, Grammar and Punctuation from 15% in 2015 to 50% in 2016.</p> <p>62% of our Year 3 students were in the proficiency band in Numeracy.</p> <p>Expected growth from Year 3 to Year 5 exceeded 10% expected improvement.</p>	<p>\$200000</p> <p>Equity Funding</p>
<ul style="list-style-type: none">In Early Action for Success and PLAT at least 80% of students will met or exceed expected cluster levels across the continuum	<p>Early Action For Success and PLAN data results and school based data confirmed that 80% of our students in Year 1 and Year 2 achieved expected outcomes. Only 75% of Kinder children meet expected outcomes and have been targeted for 2017 EAfS intervention.</p>	<p>\$23000</p>

Next Steps

- continued training and development around coding and iPad usage
- school analysis of student performance data is provided to the community on a more regular basis
- continuous assessment of effectiveness of current programs to ensure they are ensuing improved student outcomes with a more intensive focus on project based learning

Strategic Direction 2

Building teacher and leader capacity

Purpose

Our students deserve the best teachers so that they can be the best that they can be. Great teachers believe their work with students helps to build a better and stronger society and this drives them to discover and nurture each child's unique talents.

Our staff need to be exemplary educators who can take action to ensure that the students they teach and influence can meet their full potential.

Overall summary of progress

This year executive have identified and implemented professional learning opportunities with staff that are aligned with school priorities, individual professional learning plans, effective performance and development practices and DoE accountabilities.

We continued to strengthen staff development to maintain a culture that delivers systematic expectations for learning, teaching and leading with a focus on learning intentions and success criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff will have a Performance Development Plan that reflects their own professional development as well as being aligned with School Plan.	A Performance and Development plan was implemented by all permanent and temporary staff. Their goals were linked to the School Plan and aligned with Australian Professional Standards for Teachers. Many staff members have built on their plans during 2016 to incorporated goals to achieve proficient and lead level in Professional standards framework.	\$5000
Whole school professional development plan is current, in use and aligned with staff and school needs to ensure there are improved student outcomes.	During 2016 Cessnock East underwent a rigorous evaluation of training and development to ensure it met the needs from our school plan to improve student outcomes. This successful approach will continue into 2017.	\$70000

Next Steps

- continue to expand and refine teacher performance and development plan goals to best meet individual needs of staff and building capacity and sustainability into the school.
- include a school based goal in all staff members performance and development plans around technology and the pedagogy of a technology based classroom and align appropriate training and development

Strategic Direction 3

Consistently implement a whole school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment

Purpose

The wellbeing of every student is a priority. School planning will incorporate strategies to enhance learning and engagement of all students through the implementation of a comprehensive and integrated whole school approach to positive behaviours for learning.

Overall summary of progress

The focus for 2016 was to continually improve the communication between the school and the community with an emphasis on student progress. This was strengthened by analysis the different strategies in which staff individually, in a stage groups or as a whole group communicated with parents. Parent consultation was undertaken in the terms of most relevant channels of communication for them. Whole school trialled entering data and getting students confident to use app while a focus group of parents gave the staff feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.	A more focused P&C, having more input into our school plan was productive but did not engage as many parents as we wished. There was a substantial improvement in parental involvement around our REAL Projects and Challenged based learning.	\$6000
School data will reflect in an increase in attendance of students.	School data reflected another rise in student attendance to overtake our 2015 data. The 2016 school attendance data was 91% which also showed a decrease in partial attendances.	\$15000 Employment of additional SASS to enter and analyse data.

Next Steps

- continually upskill parents on the effective use of the seesaw app around their child's learning through Parent information sessions and ensure all parents wishing to use the app are competent.
- continue to be involved in the Educational Neglect program and increase the involvement of the Home School Liaison Officer.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have an ILP and are making progress across the literacy and numeracy continuum. School Learning Support Officers are engaged to work in classrooms alongside targeted students requiring additional guidance. Aboriginal students also engaged in Bro Speak and Who's your Mob? as well as ArtExpress.</p> <p>I child received Nortá Nortá funding and an Aboriginal Learning Support Officer worked with them.</p>	<p>\$40571.28</p> <p>Nortá Nortá</p> <p>\$2390.25</p>
Low level adjustment for disability	<p>Teachers received training in the formation of learning adjustments and participated in the National Consistent Collection of data on school students with disabilities.</p> <p>Targeted support was provided to individual and groups of students to support their literacy and numeracy skills. School learning support officers were employed to support the students in their learning</p>	\$26020.00
Socio-economic background	<p>The school employed additional teaching and support staff to target students identified as not meeting their benchmarks throughout the year.</p> <p>Financial assistance was provided as required for uniform and educational support to families.</p>	\$400135.62
Early Action for Success	The school employed additional support staff to target students identified through Early Action for Success data analysis.	\$18000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	103	111	98	115
Girls	113	116	110	114

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.5	88.1	92.4	92
1	91.6	89.6	87.6	91.9
2	86.6	91.8	92.6	90.3
3	88.4	85.7	91.5	95
4	88.6	90.1	86.9	90.9
5	90.1	88.1	91	87.5
6	90.4	88.5	86.9	91.7
All Years	89.4	88.8	89.9	91.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The increased attendance rate is a reflection of the commitment shown by staff to engage our students in innovative and challenging activities. Although we are still below state average this rising trend indicates our approach to curriculum is engaging our students and families.

Non-attendance is monitored by classroom teachers and the school's Learning and Support team before being referred on to our HSLO.

Class sizes

Class	Total
KW	19
KC	17
1/2B	22
1O	25
2S	26
3C	25
4S	31
5/6S	21
5/6M	21
5/6B	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration & Support Staff	2.32
Other Positions	0.38

*Full Time Equivalent

The status of Indigenous staff members at Cessnock East Public School was the employment of an Aboriginal Student Learning Support Officer during 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

It is a school focus to ensure all staff participate in regular and relevant professional learning. Staff professional learning has been designed and delivered to meet the schools three strategic directions and our key initiatives. A major emphasis was to ensure all K–2 staff were upskilled in L3 Kinder or Stage 1 and TEN. The school also trained a staff member as a TEN facilitator. A large proportion of the training and development in years 3–6 was around REAL projects.

Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection, asthma and code of conduct occurred with all staff in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	307 298.65
Global funds	177 048.87
Tied funds	859 116.85
School & community sources	56 171.29
Interest	9 216.92
Trust receipts	6 080.25
Canteen	15 861.24
Total income	1 430 794.07
Expenditure	
Teaching & learning	
Key learning areas	366.36
Excursions	14 979.65
Extracurricular dissections	20 374.41
Library	2 413.26
Training & development	0.00
Tied funds	806 496.72
Short term relief	37 060.48
Administration & office	54 365.77
School-operated canteen	14 680.90
Utilities	40 372.16
Maintenance	11 753.10
Trust accounts	4 463.57
Capital programs	0.00
Total expenditure	1 007 326.38
Balance carried forward	423 467.69

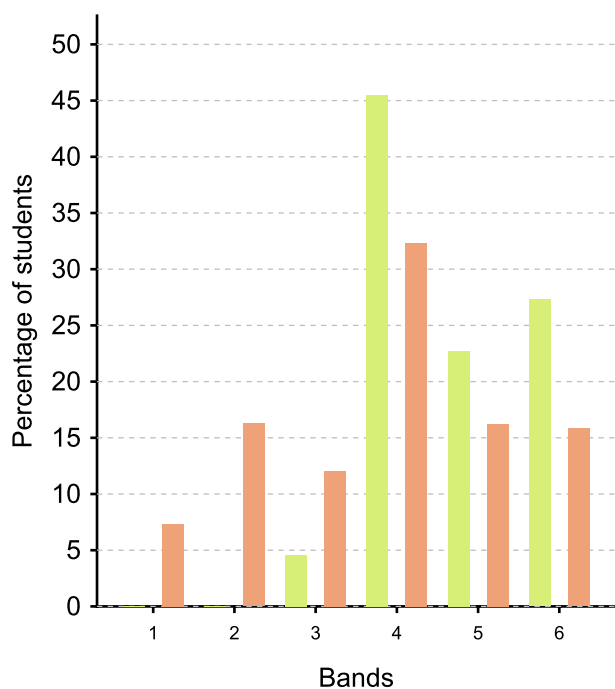
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

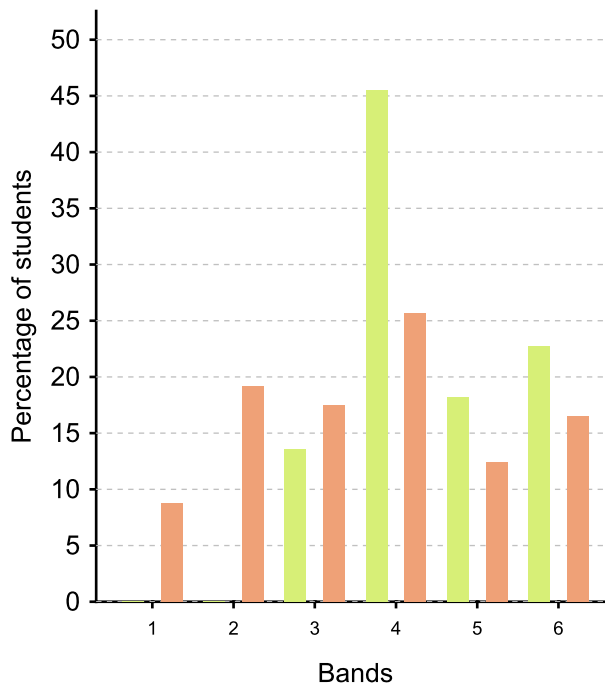
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



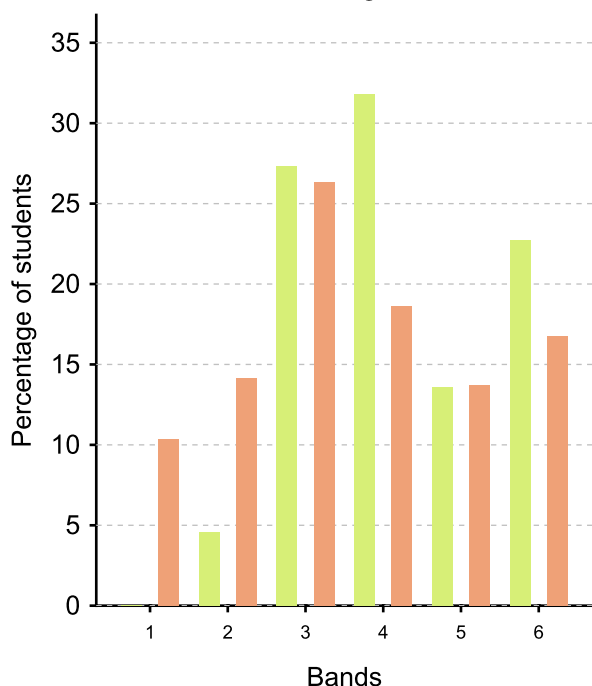
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



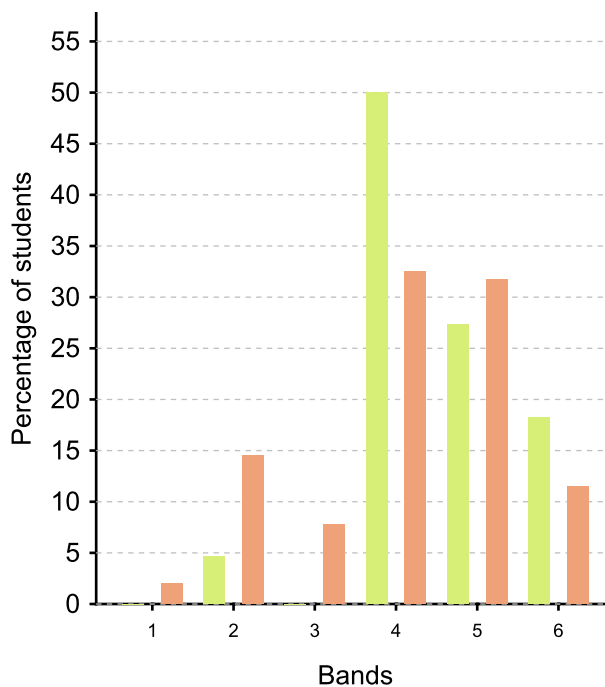
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



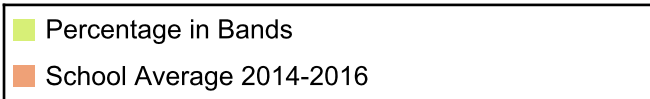
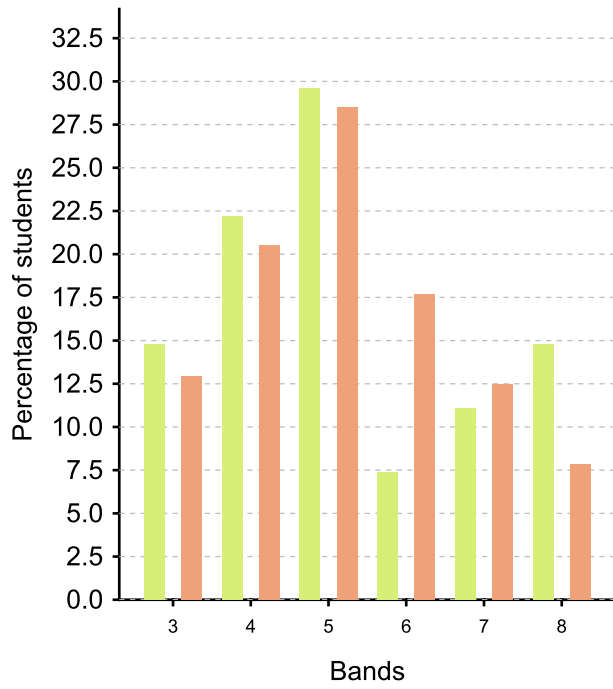
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

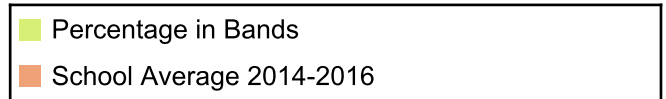
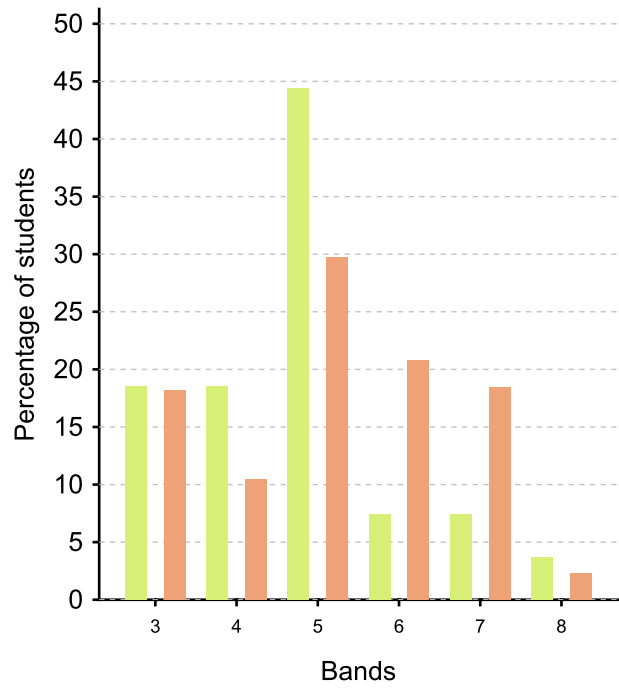


Percentage in Bands
School Average 2014-2016

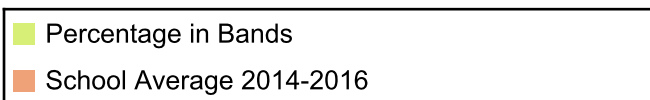
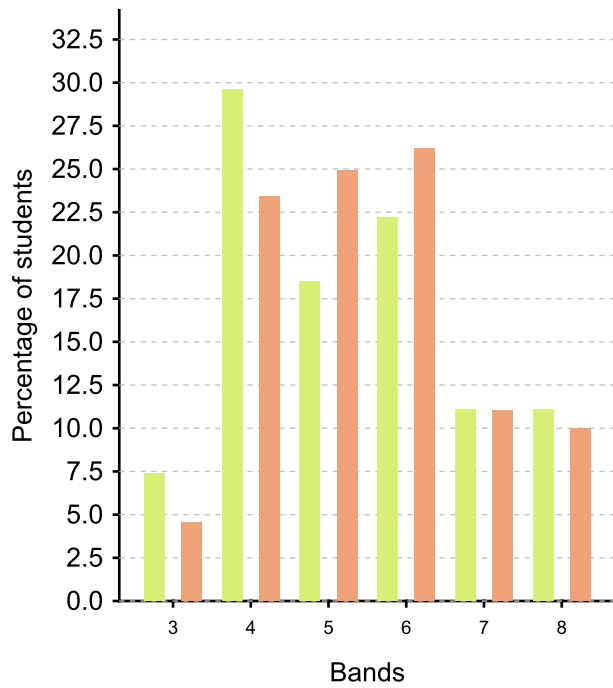
Percentage in bands:
Year 5 Grammar & Punctuation



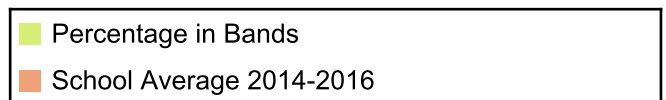
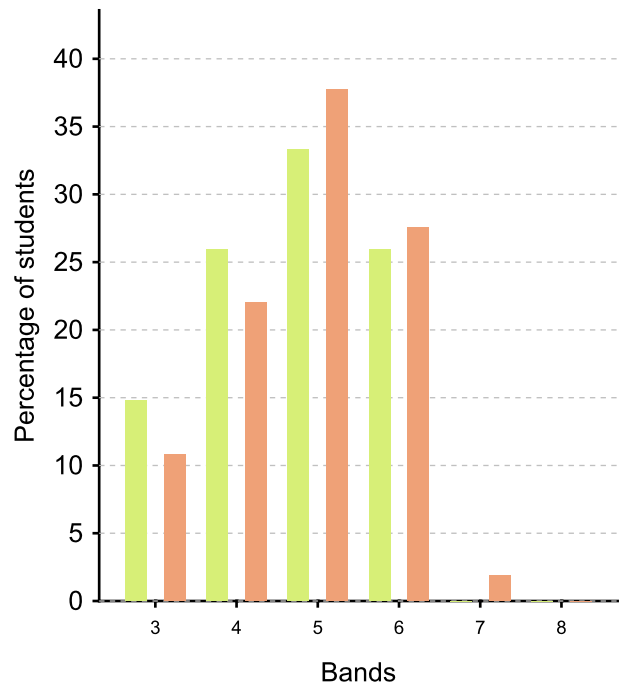
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Each Year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sourced the opinions of parents, staff and students about the school around our learning environments.

Their responses are presented below.

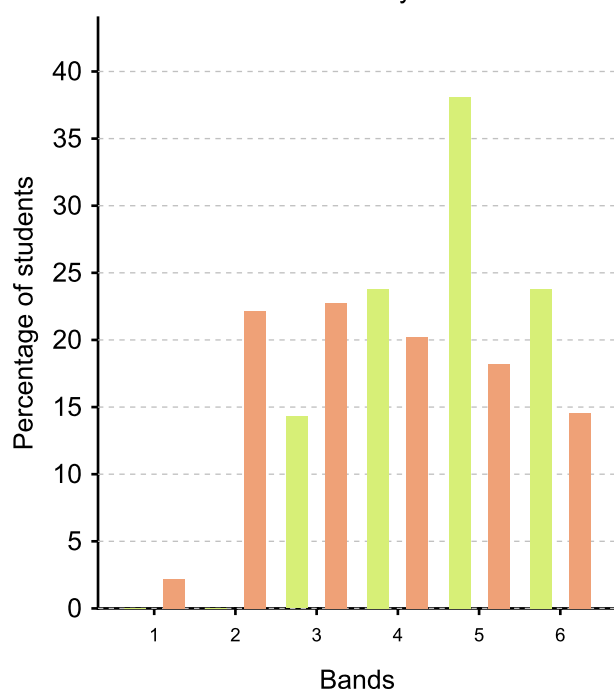
- The school continually sort the opinions of parents through regular P&C meetings and kept parents abreast with all the changes within the school and the underlining pedagogies associated with the change. 100% of parents interviewed love the structure of our classrooms and continued to express their support to help us develop and evolve. "It is so wonderful to have to be telling my child that they still have 10 minutes before they are allowed to be at school as they are already dressed and ready for the day ahead. I constantly hear that they can't be late as they don't know what they will miss."
- Another parent commented that their child was so involved in the challenge in the classroom that they had just arrived home from working away for 3 days and had to get in the car for 45 minutes to go looking for an "imaginary" lost pig, but wow the conversation we had the car was all worth it.
- Student where interviewed on the impact of their learning around the use of space within their classrooms. 95% of students positively commented on how they benefited from the structure and it was Ok to move around to accommodate how the position would best help their learning as well as being able to discuss ideas with peers who could also help their learning as well as how they were able to help others.
- 100% of students comment positively on how their homework had changed and how they felt they were more challenged with the activities and also commented on the choices they had around their homework.
- Staff were in total agreement that the classroom structure led to a more harmonious classroom and that their learning spaces were flexible and adjustable to meet the needs of the students. 90% of staff felt there was a decreased in students inappropriate behaviours as they were able to move and self regulate their learning.

Policy requirements

Aboriginal education

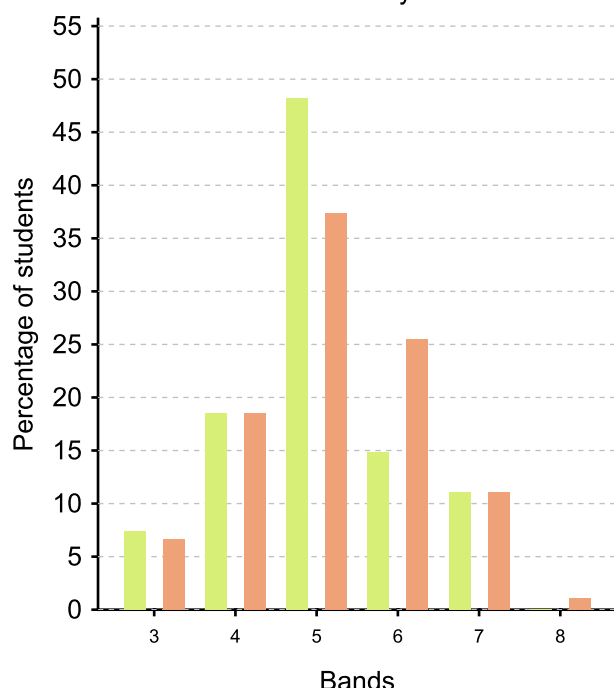
Students at Cessnock East Public School had an enrolment of 48 Aboriginal students during 2016. Connections and respect for Aboriginal families and the role of Aboriginal culture have become imbedded in our daily practice. Acknowledgement of Country at school assemblies, flying the Aboriginal flag and recognition of the traditional custodians of the land is part of the

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

school culture.

Aboriginal perspectives are a key of all areas of study across each stage. The school continues to provide programs to educate our students around Aboriginal culture and history. Teaching about Aboriginal heritage and culture enables students to celebrate and respect our Indigenous history. National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, Reconciliation Week and Sorry Day are recognised and supported in each classroom.

Multicultural and anti-racism education

Multicultural perspectives are taught across all Key Learning Areas. Knowledge, skills and attitudes about Australia's multiculturalism and the contribution of people and cultures from around the world to Australia's heritage are taught in all grades. Tolerance and cultural diversity are encouraged through the promotion of special events, celebrations and REAL Projects.

Staff endeavour to ensure our school is an anti-racism environment. Our anti-racism contact officer (ARCO) is available to members of the school community who may have concerns related to issues of racism. In 2016 there were no reports of racism to the ARCO.