

# Cessnock West Public School

## Annual Report



2016



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## Introduction

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

Ruth McGlashan

Principal

## School contact details

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## Message from the Principal

Cessnock West Public School has provided quality education to the community since 1920 and is committed to promoting a safe, secure and caring environment conducive to maximising learning outcomes for all students. The buildings and grounds are well maintained and the school is fully airconditioned.

The school's culture fosters the value of achievement in all aspects of learning and the pursuit of excellence in personal endeavours. Parents and staff work in partnership. The Parents and Citizens' Association is actively involved in enhancing the total school environment.

2016 has been a year of opportunity as the school was able to engage in a range of initiatives to enrich school experiences for our students and community. We continued to fund Speech Therapy screening for all Kindergarten students and extended screening and speech sessions to identified students in other grades. Through Early Action for Success funding and RAM Socio-Economic funding we were able to provide additional Interventionist support to all students in need.

Technology facilities continue to be updated regularly. To supplement the 75 additional iPads and 64 laptops that were purchased in 2015, we purchased another 40 iPads. 2016 also saw the purchase of two Epsom interactive panels to replace interactive whiteboards. In 2016 we also updated our existing school noticeboard to a digital noticeboard. As part of our commitment to 21st Century Learning and providing engaging learning environments for our students, new furniture was purchased for all Stage 3 classrooms. This will be extended into Stage 2 in 2017.

Active After School continued at the school in 2016, and has proved to be a great success. It is a weekly program funded by our school to provide a healthy afternoon tea and an hour of healthy activity for students and is led by two staff members.

The staff at Cessnock West Public School is experienced and committed to providing a quality curriculum, which is relevant and challenging. The school is well resourced. A playgroup run by Hunter Prelude operates within the school. Congratulations to both staff and students for a year of achievement and improvement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ruth McGlashan

### Message from the school community

This year the P&C has had another very successful year. The 2016 Carols by Candlelight, now in its 8th year, once again proved to be a great success. We were very fortunate that the weather was on our side and it was great to see so many families and friends attend and show their support. Major events such as our Carols by Candlelight don't come without hard work and support from our local community. I'd like to once again thank everyone who made the event possible, our hard-working P&C and also the families and local businesses that supported the event. Our other fundraising events in 2016 included the Fathers' Day and Mothers' Day Stalls and the Christmas Raffle and once again they proved to be very popular. Thank you also to the many families who volunteered their time to support the school. It's great to see there are always P&C members and parents willing to help on such occasions. A committee's success is attributed to many factors. One of those factors is the executive committee. I'd like to thank Ian Glover, Sharon Barrett, Jillian Preston, Teressa and Troy Crosdale for all their hard work during the year. Another factor contributing to the P&C's success is the school's principal and staff. The teaching and auxiliary staff at Cessnock West Public School are always very supportive of the P&C, and go out of their way to assist. Sadly, my time at Cessnock West Public School has come to an end. Both of my children have completed their primary schooling years and now it's time to move on to high school. Thank you to all the P&C members, the auxiliary staff, the wonderful teaching staff and our school principal for supporting my role as President and Treasurer over the past 10 years. I will miss you all! I hope the P&C can achieve all that was accomplished in 2016 and more!

Christine Boyd

### Message from the students

During 2016, with the school leaders behind us, we undertook many tasks and responsibilities. Being Prime Minister and Speaker were roles we played with pride during School Parliament. We were also given a lot of opportunities to represent our school at events such as the School Leaders' Breakfast with Paul Harrigan, where he talked to us about his life goals and never giving up. We also went to Newcastle University with the school leaders to attend the Grip Leadership Conference. At this conference we participated in a variety of activities and discussions that developed our leadership skills and helped us identify what we could do specifically for our school and the necessary steps to achieve these goals. Along with Year 6, we went to Canberra where we had the privilege of representing our school, by laying a wreath next to the eternal flame at the Australian War Memorial, in memory of the soldiers who have fought for us. We also represented and honoured the soldiers at the Anzac march here in Cessnock where we laid a wreath at the Cessnock memorial. As well as School Parliament, the school leaders have assisted in the organisation of many playground activities at lunch times. These activities have not only given students the opportunity to make new friends but also given us greater confidence in our leadership skills.

Caitlin Boyd and Harry Mitchell

## School background

### School vision statement

Cessnock West Public School's primary aim is to provide every child with the best standard of education through quality teaching K–6. This is achieved through the inclusion of best practice and innovative educational programs to enhance student outcomes. Cessnock West Public School provides a wide range of academic, personal, social, sporting and creative and performing arts activities to maximise learning opportunities and a chance for every student to achieve success and enjoy learning.

Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and wellbeing. The school aims to provide an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment. The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve.

Our mission is to provide a positive, supportive environment in which each individual, student or staff, can realise their full potential.

### School context

Cessnock West Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS) and is situated in the lower Hunter Valley town of Cessnock. The CCGPS consists of a total of 15 local public schools in Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for students, teachers and community members alike.

Cessnock West Public School currently has an enrolment of 395 students (280 families), comprising of 15 classes (including the State Opportunity Class). In 2016, 50% (198) of the student population are boys and 50% (197) are girls. 15% (59) of the school population identify as Aboriginal.

The success of the learning community of Cessnock West Public School reflects the school's core values of Respect, Responsibility and Learning, which are reinforced across all learning areas.

Educational programs at our school embed literacy and numeracy into other key learning areas forming an integrated and holistic approach to learning. As a school focusing on 21st Century Learning we use digital technologies and innovative practices to support students. Embracing the philosophy of Every Student, Every School we cater for gifted and talented students and students with special learning needs. Cessnock West Public School is an inclusive school which nurtures the social success of each individual by maintaining a positive and caring environment.



# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### **The results of this process indicated that in the School Excellence Framework domain of Learning :**

The strong performance of the school in creating a positive and productive learning culture and our highly effective Learning and Support Team procedures and processes have been features of our progress. Quality teaching is evident in all learning environments, providing students with engaging and relevant curriculum that addresses the needs of identified student groups. Evidenced based and innovative teaching programs and practices such as L3, TEN, FOR and tiered interventions address the individual learning needs of students. Our strong commitment to wellbeing is providing an excellent way to ensure students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. Our clearly defined behavioural expectations and the implementation of Zones of Regulation help create a positive teaching and learning environment. We have successfully provided for the strong participation and contribution of our Aboriginal community in learning and encourage students to recognise and respect cultural diversity. The school excels in providing extra-curricular learning opportunities that will support student learning, development and wellbeing and ensures successful transition for students. We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of sustaining and growing would be accurate when assessing the School Excellence Framework in the domain of learning.

### **The results of this process indicated that in the School Excellence Framework domain of teaching :**

Our strong commitment to strengthening our teaching practice is demonstrated through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs and in the new syllabuses. Opportunities are provided for teachers to work collaboratively to improve teaching and learning through Stage planning days, the development of intervention plans, weekly Teacher Professional Learning(TPL) sessions and the Quality Teaching rounds. The Quality Teaching Rounds feedback sheet reflects professional standards and curriculum requirements. Our beginning teachers are provided with targeted support through the Quality Teaching Rounds, mentoring and TPL to ensure ongoing development and the attainment of their professional learning goals. The school seeks and addresses feedback through the Tell Them from Me (TTFM) survey and school designed surveys. Five weekly cycles are implemented K–2 and ten weekly cycles 3–6 to analyse and review data, monitor student learning progress and identify areas for improvement. We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of sustaining and growing would be accurate when assessing the School Excellence Framework in the domain of teaching.

### **The results of this process indicated that in the School Excellence Framework domain of leading :**

The consistency and effectiveness of our five weekly monitoring of milestones and the implementation of our three strategic directions throughout the school year has been due to a strong foundation of building leadership capacity across the school. This approach recognises that leadership development is central to the achievement of school excellence. The school leadership team has been successful in developing productive relationships with external providers including universities and community organisations to improve educational opportunities and wellbeing for students. Physical learning spaces are used flexibly across the school to support quality teaching and collaboration. The school has a strong commitment to providing leadership opportunities for our students through the School Parliament, the Moani Aboriginal Education Team, Peer Support and the Student Representative Council. Parents and community members have the opportunity to participate in a wide range of school related activities including the Parent Expo, class lunch dates, surveys, PaTCH(Parents as Teachers and Classroom Helpers) and Breakfast Club. Our strong commitment to improving communication between home and school is evident through our school app, school website, the What's On for Parents and the school Facebook page. Opportunities exist for students and the community to provide constructive feedback through the TTFM survey and school designed surveys. We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of sustaining and growing would be accurate when assessing the School Excellence Framework in the domain of leading.

### **After our External Validation we received: School Excellence – External validation panel report**

The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

**Validation panel comments:**

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

School determined next steps in the self-assessment process: Implement processes and procedures for collecting baseline data that allows for comparisons to be made, directions to be formulated and impacts to be measured. This will be used in conjunction with staff utilising a range of quality evaluative tools, including the Guskey Thermometer, staff surveys and lesson study collegial discussions, to embed self-reflective practices across the school. Initially, this data will be related to our school processes and milestones. Staff will continue to work in teams to build on the milestones and create assessment and reflective tools for their targeted areas. These areas will focus on student outcomes and staff capacity to work collaboratively, implementing the Quality Teaching Framework, and plan future learning tasks that develop the students' Future Focused Learning skills.

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 and enhancing the quality of student learning and engagement.

### Purpose

Every student is engaged in meaningful and future-focused learning experiences and achieves their full potential as a learner, leader and responsible, productive citizen.

### Overall summary of progress

Our cooperative approach to identifying students requiring intervention has meant that all students are receiving appropriate support and personalised support plans are in place for all identified students. Weekly Teacher Professional Learning sessions allowed teachers to develop consistent teacher judgement when assessing students' work and developing explicit criteria to move students to the next cluster.

Differentiation is evident in all class programs. Teacher Professional Learning meetings included Levels of Questioning, Trauma informed practice, review of maths scope and sequence and Collaborative writing. Quality teaching elements are embedded into teaching and learning programs.

Numeracy assessments are aligned to the numeracy continuum and mathematics syllabus. All K–3 teachers have been trained in TEN. Stage 2 and 3 hands-on maths day have successfully engaged students. Data days have allowed for comprehensive analysis of data to further enhance consistent teacher judgement and accurate PLAN data.

### 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"><li>To track the percentage of all students and Aboriginal students in Years 3, 5 &amp; 7 achieving equal to or greater than expected growth in literacy and numeracy.</li></ul>	<p>51 Year 5 students were matched to their Year 3 results in reading. 96% of students achieved growth with 56% achieving at equal to or greater than expected growth. 9 Year 5 Aboriginal students were matched to their Year 3 results in reading. 100% of students achieved growth with 67% achieving equal to or greater than expected growth.</p> <p>43 Year 7 students were matched to their Year 5 results in reading. 80% of students achieved growth with 46% achieving at equal to or greater than expected growth. 5 Year 7 Aboriginal students were matched to their Year 5 results in reading. 100% of students achieved growth with 40% achieving equal to or greater than expected growth.</p> <p>51 Year 5 students were matched to their Year 3 results in numeracy. 94% of students achieved growth with 64% achieving at equal to or greater than expected growth. 9 Year 5 Aboriginal students were matched to their Year 3 results in reading. 89% of students achieved growth with 44% achieving equal to or greater than expected growth.</p> <p>42 Year 7 students were matched to their Year 5 results in numeracy. 93% of students achieved growth with 58.5% achieving at equal to or greater than expected growth. 6 Year 7 Aboriginal students were matched to their Year 5 results in numeracy. 83% students achieved growth with 0% achieving equal to or greater than expected growth.</p>	<p><b>Socio Economic Funding</b></p> <p>\$20 000 3–6 Interventionists</p> <p>\$53000 – Executive release</p> <p>\$16534 – Numeracy support</p> <p>\$2000– Data Analysis</p> <p><b>Aboriginal Funding</b></p> <p>\$3143.93 PLPs</p> <p><b>Norta Norta</b></p> <p>\$3556 Tutoring</p> <p><b>QTSS</b></p> <p>\$13200 stage planning days</p>
<ul style="list-style-type: none"><li>To increase the percentage of all students and Aboriginal students in the top two NAPLAN bands for reading and numeracy</li></ul>	<p><b>Year 3</b> In 2015 29% of all students and 17% of our Aboriginal students achieved proficiency in reading. In 2016 21% of all students and 8% of our Aboriginal students achieved proficiency .</p>	As above

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
by 5% per year.	<p><b>Year 5</b> In 2015 24% of all students and 14% of our Aboriginal students achieved proficiency in reading. In 2016 30% of all students and 33% of our Aboriginal students achieved proficiency .</p> <p><b>Year 7</b> In 2015 14% of all students and 0% of our Aboriginal students achieved proficiency in reading. In 2016 12% of all students and 20% of our Aboriginal students achieved proficiency .</p> <p><b>Year 3</b> In 2015 19% of all students and 0% of our Aboriginal students achieved proficiency in numeracy. In 2016 13% of all students and 8% of our Aboriginal students achieved proficiency .</p> <p><b>Year 5</b> In 2015 16% of all students and 0 % of our Aboriginal students achieved proficiency in numeracy. In 2016 17% of all students and 11% of our Aboriginal students achieved proficiency .</p> <p><b>Year 7</b> In 2015 11% of all students and 0 % of our Aboriginal students achieved proficiency in reading. In 2016 12% of all students and 17% of our Aboriginal students achieved proficiency .</p>	

## Next Steps

Data days will be available to all stages to analyse data and direct teaching and learning to ensure all students are making progress along the continuum. Executive will meet to examine data to inform lesson study area. Personalised support plans will be in place for all students K–6 and all students requiring support will receive the appropriate intervention.

TPL sessions will focus on Consistent Teacher Judgement(CTJ) and effective feedback. Stage planning days focusing on collegial differentiated programming and quality teaching will continue. New staff will be trained in L3, TEN and Focus on Reading.





## Strategic Direction 2

### Fostering quality teaching and leadership

#### Purpose

Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

#### Overall summary of progress

Quality teaching rounds and lesson coding have continued to be an ongoing focus throughout 2016, facilitated through professional learning and practice. Staff regularly and confidently participate in classroom observations and reflective practice to develop a learning culture that is moving student learning to a new level.

All new K–2 teachers have been trained in two important literacy and numeracy initiatives – Targeting Early Numeracy (TEN) and Language, Literacy and Learning (L3). All new 3–6 teachers have been trained in Focus on Reading (FOR). These initiatives are having a significant impact on student learning.

All teaching staff continue to demonstrate responsibility for their own professional development and are reflecting and reporting on the achievement of their own learning and leadership goals and the impact on classroom practice and capacity building.

#### 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"><li>All K–2 teachers trained in L3 and TEN and it is evident in their program and classroom practice.</li></ul>	<p>All teachers in K–2 are trained in TEN and 3 staff members are trained as facilitators.</p> <p>All teachers in K–2 have completed training, commenced training or completed their OPL year in L3.</p> <p>All K–2 teachers explicitly program and incorporate L3 and TEN into daily lessons.</p>	<p><b>Beginning Teacher Funding</b></p> <p>\$7500 Extra RFF and TPL</p> <p><b>Socio– Economic Funding</b></p> <p>\$10600 TEN resources</p> <p><b>EaFS Funding</b></p> <p>\$1411 TPL</p> <p>Literacy and Numeracy Funding</p> <p>\$8686.66 TPL</p>
<ul style="list-style-type: none"><li>3–6 teachers are trained in Focus on Reading and it is evident in their program and classroom practice</li></ul>	<p>A staff member was trained as a the Focus on Reading Phase 1 trainer in 2016, however due to a delay in printing training material new staff will not be trained until 2017.</p> <p>Focus on reading strategies and activities are evident in all 3–6 programs</p>	<p><b>Literacy and Numeracy Funding</b></p> <p>\$1199.20 TPL</p>

## Next Steps

- Continue quality teaching rounds with a focus on lesson study to promote outstanding collaboration, observation and professional sharing of evidenced based teaching, focused on growth
- To continue TEN, L3 and Focus on Reading training for new staff and train Stage 2 teachers in TEN.. Build on our Focus on Reading expertise and have 1 staff member train as a trainer in Phase 2..



### Strategic Direction 3

Enhancing community engagement and participation

#### Purpose

To increase community support of our students through a school – wide focus on student equity and wellbeing programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

#### Overall summary of progress

We have continued with our strong focus on Positive Behaviour for Learning (PBL) and supplemented this with Zones of Regulation which is a weekly focus lesson in class. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in various school contexts. Additional lunchtime activities are impacting positively on lunchtime behaviour. There have been continued significant observable changes in behaviours featuring more positive and respectful relationships throughout the school community. Learning and support team procedures and processes have been improved to ensure students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities, leadership opportunities and teaching initiatives. This continues to have a positive impact on the culture of the school, as well as contributing to stronger involvement with the AECG. Staff members continue to develop their understanding of 21st Century pedagogy through Information Communication Skills and STEM (Science, Technology, Engineering & Maths) challenges which involve critical thinking and problem solving skills. New classroom furniture has been purchased that caters for different learning styles and allows for a collaborative approach to learning in Stage 3.

#### 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"><li>All students and Aboriginal student behaviour referrals and suspensions are reduced by 5%.</li></ul>	<p>The number of suspensions remained the same as in 2015, however they represented only 2% of the student population.</p> <p>The number of suspensions for our Aboriginal students also remained the same but represented only 6% of our Aboriginal Students.</p> <p>The number of detentions in 2016 remained the same as in 2015, however they represented only 11% of the student population.</p> <p>The number of detentions for our Aboriginal students also remained the same and represented only 15% of our Aboriginal Students.</p>	<p><b>Socio Economic Funding</b></p> <p>\$ 400 Principal's Morning teas</p> <p>\$1000 Zones of Regulation</p>
<ul style="list-style-type: none"><li>All students and Aboriginal student attendance equivalent or above state average.</li></ul>	<p>School attendance rate was 92.5% and State was 94%</p> <p>Aboriginal student attendance rate was 87.5% and state was 94%</p>	<p><b>Aboriginal background Loading</b></p> <p>\$35311.53 CLO</p>

## Next Steps

- Continue to build on our improved Learning and Support Team procedures and processes and strengthen our systems for early identification of students requiring support.
- Continue to introduce additional lunchtime activities and develop and implement a consistent classroom management strategy into all classes. Zones of Regulation and PBL values will be explicitly taught in class.
- Through our Aboriginal CLO, continue to embed high quality practices and leadership opportunities for Aboriginal students and continue to monitor daily attendance, suspension and detention data and strengthen support for students who are regularly causing concern.
- Speech therapy screening and sessions will continue and Occupational therapy will commence in 2017.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All Aboriginal students have Personalised Learning Plans (PLPs) and are making progress across the literacy and numeracy continuums. Cultural significance and personal goals are included in all PLPs. Stage 3 students are using MGoals to record their PLPs.</p> <p>Cessnock West PS employs a Community Liaison Officer, 4 days per week. The CLO's role is to provide a link between home and school. As a proud Wailwan person, the CLO also acts as the school's Aboriginal contact person to improve Aboriginal families' school involvement and student outcomes, through cultural connections.</p> <p>Our MOANI Aboriginal Education Team meet regularly and are very proactive within the school and parliament.</p> <p>Next year programs will continue and Sista and Bro speech will be introduced.</p>	\$41807.00
<b>Low level adjustment for disability</b>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 27 students were referred for learning support in 2016.</p> <p>SLSO support is also provided to students who have difficulty with learning and behaviour but do not qualify for integration funding. 9 students accessed low level funding. Funds have also been used to supplement our students on integration funding.</p>	\$72688.00
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Stage planning days were conducted for supervisors and teachers to look at data, evaluate programs and plan professional learning for each term.</p>	<p>Unfilled casual days</p> <p>\$12800</p> <p>• Quality Teaching, Successful Students (QTSS) (\$3 200.00)</p>
<b>Socio-economic background</b>	<p>Member of executive released to facilitate and monitor professional learning needs of staff and build capacity within staff.</p> <p>Students identified for additional numeracy support from a numeracy interventionist and Year 3 teachers trained in TEN.</p> <p>Tiered support plans were established for identified 3–6 students utilising 3–6 interventionist.</p> <p>PBL Principal's morning teas were held to promote positive behaviour.</p> <p>New iPads and notebooks were purchased to support the school focus on problem solving and futures learning through technology.</p>	\$260280.00

<b>Socio-economic background</b>	<p>Furniture purchased to allow for flexible learning styles and collaborative learning.</p> <p>Executive attended ACER conference 'Learning Assessments Designing the Future' to increase its capacity to implement 21st Century pedagogy.</p>	\$260280.00
<b>Support for beginning teachers</b>	Beginning teachers attended L3 and Ten training. They worked with mentor utilising planning and support time to meet professional learning needs.	\$12920.00
<b>Professional learning</b>	<p>Professional Learning funds were used for course fees which included PBL training, ACER conference, writing workshops, practical anaphylaxis, wellbeing and literacy workshops. Funds were also used to cover casual teacher salaries.</p>	<p>\$13941</p> <ul style="list-style-type: none"> <li>• Professional Learning (\$13 941.70)</li> </ul>
<b>Norta Norta</b>	The school received Norta Norta funding in 2016. This was used to employ a tutor to support our Year 4 and Year 6 aboriginal students.	<p>\$3556.00</p> <ul style="list-style-type: none"> <li>• Norta Norta (\$508.00)</li> </ul>
<b>Community Engagement</b>	Community engagement funds have been used to improve communication between the home and school and connecting home and school. In 2016, we held a very successful Parent Expo to showcase school programs, renewed our subscription to Parenting Plus and the school website, held Mothers and Father's day BBQs, Grandparents day and trained parents in PaTCH (Parents as Teachers and Classroom Helpers).	\$1968.00
<b>literacy and numeracy</b>	Literacy and numeracy funds were used to train all Year 3 teachers in TEN. One staff member was trained as a Focus on Reading trainer.	\$ 9885.00 casual staff
<b>Early Action for Success</b>	The Early Action for Success (EAfS) state government initiative was in its second year at Cessnock West Public School in 2016. One fulltime Instructional Leader position was held with an entitlement of 1.4 for interventionists. School funds were used to supplement two fulltime interventionists. EAfS continued to involve the identification, differentiated teaching, early intervention and monitoring of K-2 students at risk of not achieving stage outcomes. K-2 staff implemented differentiated literacy and numeracy programs and undertook additional initiatives in spelling, writing programming, developing quality maths assessments, home reading and 'Maths Games for Homework' to help strengthen literacy and numeracy outcomes for students. Interventionists worked very closely with teachers and identified students to deliver effective personalised and targeted literacy and numeracy programs. EAfS aims to have 80% students achieve benchmarks in literacy and numeracy by 2017. In 2016, K-2 targets were achieved in reading and numeracy. Writing and comprehension are improving, but continue to be an area of need. The NSW government will continue to	\$138 012 Extra Interventionist, casual staff and course fees

<p><b>Early Action for Success</b></p>	<p>fund the EAfS initiative for the next three years.</p> <p><b>2016 achieved benchmarks</b></p> <p><b>Kindergarten</b></p> <p><b>Reading (PM6+) 86%</b></p> <p><b>Writing 73%</b></p> <p><b>Comprehension 69%</b></p> <p><b>Early Arithmetical Strategies 88%</b></p> <p><b>Year 1</b></p> <p><b>Reading 94%</b></p> <p><b>Writing 67%</b></p> <p><b>Comprehension 74%</b></p> <p><b>Early Arithmetical Strategies 95%</b></p> <p><b>Year 2</b></p> <p><b>Reading 91%</b></p> <p><b>Writing 30%</b></p> <p><b>Comprehension 47%</b></p> <p><b>Early Arithmetical Strategies 90%</b></p>	<p>\$138 012 Extra Interventionist, casual staff and course fees</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	165	164	171	191
Girls	192	205	200	202

Student enrolments remained fairly constant throughout the year. As outlined in the table above, the total school numbers have increased quite significantly in 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	90.6	94.5	91.6
1	91	93.1	90.4	94.9
2	92.8	94.9	93	89.2
3	93.1	94.7	94.2	92.9
4	94.3	94.5	92	93.5
5	93.8	95	93.6	92.4
6	91.6	94.5	93.8	92.8
All Years	93	93.8	93	92.5
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

Although there has been a slight drop in attendance in 2016 and CWPS is a little below the state average of 94%, attendance has continued to be an area for improvement throughout 2016, particularly in regard to unexplained absences, late arrivals to school and early departures. The school has continued to be involved in the Educational Neglect program, working closely with Government and Non-Government organisations to combat attendance problems. Our Community Liaison Officer (CLO) has also worked closely with the Home School Liaison Officer (HSLO) to monitor students and families with regular poor attendance. If attendance is

unsatisfactory, parents or carers are contacted. Class attendance rolls are monitored regularly by the Department of education (DoE) Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.57
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	2.92
Other Positions	1.64

\*Full Time Equivalent

The school has one EAfS Deputy Principal, three Assistant Principals and one Itinerant Assistant Principal Vision. Three staff members identify as Aboriginal.

### 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

All teachers and support staff completed the mandatory training in professional areas including Child Protection, Code of Conduct, Online Anaphylaxis and Emergency Care and Practical Anaphylaxis. All other professional learning activities undertaken by staff were directly related to school improvement targets, and funded through DoE targeted funds and Early Action for Success (EaFS) funding. All teaching staff participated in five School Development Days throughout the year as well as regular weekly teacher professional learning sessions. Professional learning opportunities were also conducted with partner schools incorporating the new syllabuses.

The range of professional learning undertaken in 2016 included:

- L3 training and L3 OPL training
- Continued Focus on reading – Years 3–6 teachers
- TEN training – K–3 teachers
- PBL tier 2 training
- Key Word Signing
- Levels of Questioning
- Zones of Regulation
- Working with Children with Trauma
- Executive Functioning
- Effects of Trauma
- Managing Difficult Behaviour
- Collaborative Writing
- Diabetes Education
- Technology

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>593 290.55</b>
Global funds	328 152.34
Tied funds	897 829.83
School & community sources	69 842.30
Interest	13 415.91
Trust receipts	21 203.50
Canteen	0.00
<b>Total income</b>	<b>1 923 734.43</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 211.58
Excursions	24 488.81
Extracurricular dissections	45 002.79
Library	9 894.23
Training & development	2 726.99
Tied funds	970 844.56
Short term relief	69 813.34
Administration & office	87 213.26
School-operated canteen	0.00
Utilities	63 461.60
Maintenance	30 970.66
Trust accounts	20 391.99
Capital programs	0.00
<b>Total expenditure</b>	<b>1 337 019.81</b>
<b>Balance carried forward</b>	<b>586 714.62</b>

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.

In 2016, 84% of our Year 3 students were at or above National Minimum standards in reading and our Year 5 students performed very well with over 50% of students achieving higher than state average growth in reading, spelling, grammar and punctuation.

In 2016, 90% of Year 3 students achieved at or above National Minimum Standards in numeracy and 94% of our Year 5 students achieved growth in numeracy with 49% achieving higher than state average growth.

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.

In 2016, 21% of Year 3 students were in the top two bands in reading and 13% of Year 3 students were in the top two bands in numeracy. 30% of Year 5 students were in the top two bands in reading and 17% of Year 5 students were in the top two bands in numeracy.

### Parent/caregiver, student, teacher satisfaction

In 2016, the school used the Tell Them From Me survey and school designed surveys to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

94% of parents felt CWPS was a good school and that the school appreciated their involvement in school and classroom activities. 96% of parents felt their child was happy and 98% felt their child was getting a good education at CWPS. 96% of parents felt staff was interested in their child. 81% of parents felt that communication between home and school was good. 98% of parents felt that their child's teacher, the school Principal and other leaders in the school were approachable. 92% of parents felt that CWPS takes a balanced approach in providing an all-round education and that the school is well equipped. 94% felt the Zones of Regulation and PBL awards have had a positive impact on their child.

Areas where the parents felt we did well were: communication, transition programs, Aboriginal education and cultural awareness and community activities eg. Grandparents' Day. Areas to improve included too much homework, more involvement in PSSA sport and better hygiene in toilets.

84% of students felt happy and safe at CWPS and would recommend it to others. 91% felt they were getting a good education and that their literacy and numeracy skills were improving. 95% felt their teacher cared about them and 81% felt they had positive relationships with friends. 98% of students valued school outcomes. 90% of students felt they behave appropriately at school and 91% try hard to succeed in their learning. 82% of students felt learning time is used effectively and what they learn was relevant to everyday life. 100% of students felt good about their culture and 97% felt teachers have a good understanding of their culture. Only 57% of students felt their homework was interesting and 67% felt the homework they do helps them learn.

Areas where students felt we did well were: providing extracurricular activities, excursions and transition to high school activities. Areas to improve included homework, the toilets, more grass areas and more sporting activities.

100% of staff felt CWPS was a good place to work. 90% felt there were effective communication strategies in place and 95% felt that communication between staff and school leadership is good. 100% of staff felt school leaders know them as a person and care about their wellbeing. 100% of staff are happy with the access to professional learning opportunities and felt that our staff meetings are productive. 100% of staff felt the teacher collaborative planning processes at CWPS are effective. 95% of staff are happy with the amount of feedback they receive and felt that it helps them to be a better teacher. 95% of staff felt that the demands placed on them in their role at school are reasonable. 95% of staff felt the new Performance Development Framework has helped them expand their teaching and leadership capacity.

Areas where staff felt we did well were: providing extracurricular activities, the quality teaching rounds, data analysis, providing opportunities for parental participation and recognition of student achievement. Areas to improve included additional support for behaviour management and no extra curricula activities in term 1.



## Policy requirements

### Aboriginal education

This year all teaching staff at CWPS participated in TPL sessions which continued to build on the Stronger Smarter Meta-Strategies and the connection between Stronger Smarter, Quality Teaching, Positive Behaviour for Learning (PBL) and the Teaching Standards.

With 64 Aboriginal students at CWPS in 2016, all classes continued to implement Aboriginal and Stronger Smarter perspectives across the curriculum to all of our students in years K–6.

Personalised Learning Plans were developed in consultation with parents for all Indigenous students through MGoals for Stages 2 & 3 and a personalised proforma for Students in K–2.

CWPS had 10 Stage 3 students attend the Mount View High School Aboriginal Camp held at the Murrook camp grounds. There were students ranging from Year 5 – Year 12 attending the camp over 3 days which included a Corroboree with parents and community members attending.

CWPS celebrated NAIDOC Week with a whole school NAIDOC Day in Term 3. Students were split into groups consisting of students from K–6. The groups were named after native animals. Each group rotated through Aboriginal cultural activities including dance, boomerang painting, music, cooking, sport, dreamtime stories and art.

### Moani Aboriginal Education Team (AET)

This year, our Moani Aboriginal Education Team (AET) went from strength to strength. Our Aboriginal students are displaying pride in themselves and in their culture through their involvement in Moani.

All Aboriginal students from Kinder to Year 6 attend our bi-term meetings and contribute their ideas and opinions in a safe and respectful group. This year, we were lucky to have Professor John Lester visit us, after hearing of the amazing success Moani has achieved in 2016.

The Moani AET continued its involvement in school parliament as Minister for Aboriginal Affairs and Shadow Minister for Aboriginal Affairs. This provided

the students with the opportunity to share what was happening with the Aboriginal community with the wider school population.

All Aboriginal students voted for four executive members of the AET. They were Jacob Bender, President; Zachary Morrison, Vice-President; Chezlee White, Secretary and Shannai Heard, Assistant Secretary.

### MGoals

Cessnock West PS continued and increased our use of MGoals for Aboriginal students in Years 3–6 ([www.mgoals.com.au](http://www.mgoals.com.au)). The purpose of this site is to allow community and schools to connect through the sharing of culture and history. The site is Aboriginal focused, but also provides local settlement history.

MGoals also allows for Aboriginal Personalised Learning Plans (PLP's) to be online. This provides each student with ownership and self-direction in terms of their goals, both short and long term. In 2017, the MGoals platform will be used in all Stage 3 classrooms to improve goal setting for all Stage 3 students.

### Community Liaison Officer

Cessnock West PS employs a Community Liaison Officer, 4 days per week. The CLO's role is to provide a link between home and school. A large range of events are organised every year to enable parents to come into our school for different activities including breakfast, lunch dates and days of celebration.

As a proud Wailwen person, the CLO also acts as the school's Aboriginal contact person to improve Aboriginal families' school involvement and student outcomes, through cultural connections.

The CLO can be found in the Community Room which is open for parents and families to drop in for a chat. The space is also used for parent meetings to provide a more relaxed setting.





## Multicultural and anti-racism education

In 2016, 2% of students identified as coming from a language background other than English. Two teachers and the CLO are trained as Anti-Racism Officers. Teaching and learning programs are designed to be culturally inclusive and develop knowledge and understanding of cultural, linguistic and religious differences.

## Other school programs

### Reading Recovery

Reading Recovery is an early literacy intervention program designed for individual students who are identified as 'at risk'. Lessons are of 30 minutes duration, five days a week. CWPS was fortunate to gain funding for five students per day in 2016. Eleven children were accepted into the program over the year. Nearly all of these students have successfully completed the program – 8 students 'discontinued', 1 transferred and 2 students were 'referred' for long term support. Most children had 17 weeks of individual tuition and all made significant improvements in both reading and writing. On average, most children improved their reading by 12–15 levels, could independently write between 38 and 50 words, increased the number of sounds that they could accurately hear and record and improved their sight word knowledge. With the continuance of EAFs and LaST programs this year, we were able to have more students 'graduating' or 'discontinuing' from the program and provide early intervention programs for the students who were really struggling. These students were later put onto the Reading Recovery program. Students in Year 2 and 3 who have been on Reading Recovery were monitored and all exhibited gains in both reading and writing with some exceeding grade expectations.

### Leap into Learning

Leap into Learning is a transition to school program for all pre-school children who will be attending Cessnock West in 2017. There are 64 children enrolled and only 8 of these children did not attend LIL sessions. The sessions are held every three weeks throughout the year, beginning in Term 1. Prior to each session an invitation depicting the theme of the next session is sent to each child. The children love to receive their invitation and it helps to create some interest and curiosity about events for the following session, as well as serve as a reminder to parents. The Leap into Learning program provides opportunities for children to experience quality learning and social activities prior to commencing school. It creates a 'sense of belonging' and introduces children to the teachers, rules and routines of school. During activity sessions they learn literacy and numeracy skills and take part in action rhymes and songs, stories, craft, technology, gross motor games and activities, cooking and social development activities. All the children love the "homework" activities and love to share their efforts during the following session. Parents also appreciate

their "homework" which provides activities they can practise with their children to develop visual, auditory and kinaesthetic skills in an informal and interesting way. Leap into Learning gives parents an opportunity to see the school, meet teachers and other parents and become actively involved in their child's learning. It also gives parents opportunities to observe their children in social and educational activities. The program gives teachers an opportunity to establish relationships with children, parents and family. 'Leap into Learning' sessions help children become familiar with the school and teachers and they come to school settled, more confident and eager to learn.

### Positive Behaviour for Learning (PBL)

This year the PBL team have been busy refining several of our school wide processes, including our merit award flowchart and our PBL assembly draws in Weeks 5 and 10. This year we have also introduced a weekly class draw of our PBL tokens. Throughout the week students receive PBL tokens from their teachers for positive behaviour and put them into the class draw to be drawn out on Friday. The winning student gets to choose from a list of rewards that are consistent across K–6. The most popular reward by far has been the '*King/Queen for the day*', they absolutely love it!

In place of our traditional PBL lessons this year we have implemented the *Zones of Regulation* program across K–6. This program teaches our students about their emotions and provides them with a range of tools/strategies to help them self-regulate. Since implementing the program we have seen the positive impact it has had on our students and provided us all with a consistent, whole-school language to use when dealing with the range of emotions. We look forward to continuing to refine and develop the Zones of Regulation program in 2017.

Coming soon! The PBL team has also been working hard this year on designing visual playground signage to help further embed our school values and expectations. Under our three core values of respect, responsibility and learning, the signage will outline the expectations of each area within the school with visual prompts to support our younger students. Keep a look out for them in 2017!

### Student Representative Council (SRC)

2016 has been another busy and successful year for the Student Representative Council. Every one of the SRC representatives are to be commended on their commitment and effort during the year.

This year the SRC have again organised activities in the infants playground each Monday during lunch time. These activities have been very popular with the K–2 children, with lots of them joining in. The SRC have also run the 'Friendship Bus' once a week in the primary playground. Many of our students enjoy coming and participating in quiet activities or games in a friendly atmosphere.

The SRC have done a wonderful job raising money for a variety of organisations and causes this year



including 'Beanie Day', 'Stewart House', 'Daniel Morcombe Foundation' and 'Ronald McDonald House'. We also held a blue day for a local organisation 'Strive Foundation' to raise awareness of Autism. The students raised over \$800.

Next year the SRC look forward to new fundraising opportunities and to continuing the wonderful programs they already have in place.

### **Breakfast Club**

Our CWPS Breakfast Club started at the beginning of Term 4. All students were surveyed across the school to find out how many children have breakfast before coming to school. The survey revealed that 20% of our students were not having an adequate breakfast, or any at all, on a regular basis. It was decided that a Breakfast Club would help cater for these needs, and all students were welcome to attend at no cost.

The club is funded and supported by the Red Cross who have given amazing resources and training in order to help us 'get off the ground'. The club opens each Monday, Tuesday and Wednesday from 8–9 am in the old canteen, and is run by parent and staff volunteers.

Our Breakfast Club currently offers Sanitarium cereal, toast with spreads or baked beans, fresh fruit, and milk. Students are beginning to come on a regular basis, and an environment of friendship, encouragement and connection is provided. With success this term, we hope to extend the club across the week in 2017 and offer seasonal items such as fruit smoothies in summer and baked beans on toast and hot drinks in winter. We look forward to a long and successful future for our CWPS Breakfast Club.

### **Friends of the Environment (F.O.E Group)**

F.O.E or Friends of the Environment is an active and fun group of Primary students committed to growing vegetables, ornamental plants, composting, worm farming, seed raising and caring for our school environment.

The group meets every Tuesday lunch time and projects can include making compost, weeding and planting in garden beds, watering gardens, painting garden beds, creating outdoor art and cooking with our fresh produce from the garden.

This year, our F.O.E area has seen great improvements. The asphalt was dug up and grass has been laid in order to make the area cool, inviting and friendly. It is used each lunch time by students as a quiet area where they can sit and chat with friends, read or enjoy the quiet, as no games or balls are used in the area. The F.O.E garden has had a drip irrigation system installed, and we now have our vegies and herbs consistently watered each day. This has meant that plants have thrived and we harvested carrots, cabbage, potatoes, corn, watermelon, beetroot and herbs. Some fruit trees, such as orange, tangelo and lemon have also been planted.

At the end of Term 3 we received a \$500 grant from Cessnock City Council to put in a chicken coop. The coop has been painted and decorated, and we have 2 chickens which have been named and are cared for daily by interested students. We hope the chickens will encourage teachers to bring their class out to the gardens to use the space as an outdoor learning area, and monitor the progress of both the garden and the chickens.

Our plans for 2017 are to grow more vegies that are liked by students and to use these in a range of cooking activities in order to promote healthy eating and growing your own food.

### **Primary Dance Group**

2016 has been another busy year for the primary dance group with the girls performing at StarStruck for the first time. It was wonderful for them to have the opportunity to perform in such a big scale production and to work collaboratively with students from other schools. The primary dance group has also performed at our weekly assemblies, Carols by Candlelight and the local aged care facility. Throughout the year the girls have lead active lifestyles and expressed their creativity whilst learning about the different elements of dance and performance. We look forward to being a part of StarStruck again next year and continuing our dance endeavours.

### **Junior Dance Group**

In 2016, the K–2 dance group has delivered another exciting year of junior dance performances, demonstrating great talent, teamwork, dedication and success. Their commitment has been outstanding, attending weekly Friday rehearsals since Term 1 and at times, twice a week. This year, students have learnt dance routines to three songs, one of which was a Christmas song performed with our senior dance group. Students have been involved in the decision making process for the choreography of songs, worked remarkably hard to sequence dance moves and have enjoyed performing at school assemblies. Week after week, the students are ever so enthusiastic and always smiling when the group gathers for practice, which makes it a delightful experience for everyone. Dance offers students opportunities for creativity, expression, friendships and good health. It is wonderful to see this happening with our infants' students at CWPS through the K–2 dance group and we hope to celebrate junior dance again in 2017.

### **Sport**

Children do not naturally develop fundamental movement skills as they grow. Opportunities should be provided for these skills to be taught, practised and encouraged. Having mastery of the Fundamental Movement Skills such as throwing, catching, running and jumping opens up a vast array of sport, leisure and recreation options for the individual. Skills are developed through play, dance, gymnastics, games, sports, aquatics and other recreational activities. The quality of movement is further enhanced through exploring, composing, performing and appreciating

movement. In the sporting arena our school enjoyed significant successes in 2016. School teams successfully competed in soccer, touch football, softball and netball knockout competitions. A number of students represented the school at zone and regional level in swimming, athletics and cross country. The level of sportsmanship was of the highest calibre.

### **Zone Carnivals**

Cessnock West students represented our school in a number of Zone activities.

11 students participated in in Zone Swimming, 1 student represented at Regional Level.

48 students participated in Zone Cross Country.

50 students participated in Zone Athletics, 6 students represented at regional level.

### **Sporting Schools**

In 2015 the NSW Government created Sporting Schools. Sporting Schools is a \$100 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect children with community sport. In partnership with more than 30 National Sporting Organisations (NSOs), Sporting Schools helps to coordinate sporting organisations, coaches and teachers to deliver sport before, during and after school hours. This has allowed Cessnock West to use specialist coaches to deliver different sports activities. This included a skills based program in 2016.

### **School Swimming and Water Safety Program**

This year, over 57 students from Year 2 – Year 6 attended the Department of Education's Swim and Water Safety Programme at Cessnock City Pool. The programme runs for 2 weeks with 45 minute lessons of both water safety and survival skills, along with some swimming stroke instruction. Three staff (1– Auswim Trained) from Cessnock West Public School and 3 staff supplied from the department with Auswim Training were teaching the students. All students improved their skills over the 2 week period. For some this meant being comfortable in the water and attempting some survival skills, to those who improved their strokes and distances. All staff were impressed with the manners and enthusiasm of most students, with many students overcoming some fears and attempting unknown skills.

### **Softball**

CWPS participated in a PSSA match against Wyee PS. The Wyee team displayed excellent batting skills. These skills were evenly matched with our fielding skills. Unfortunately Wyee's batting skills out played ours and they won the game 21 to 7. Both teams displayed excellent sportsmanship and enthusiasm.

### **Netball**

This year CWPS had a junior and a senior netball team. The senior netball team competed in the PSSA

Day in July. This was the first time the netball team had worn the brand new netball uniforms purchased by the P&C. They looked fantastic and tried their best, improving with each game. We lost our first two games and won our last two games convincingly. The junior netball team competed in the Primary School Cup Gala Day in September. It was the first time some of the girls had played netball and they all put in a fantastic effort. Throughout the day we played four games against some extremely tough opponents. Coming away with two wins was an amazing achievement by the junior team.

### **Senior Boys Soccer**

On Monday 9th of May 2016 the Senior Boys soccer team represented Cessnock West in a match against Nulkaba Primary School. Nulkaba had a team filled with representative players but Cessnock West played great as a team to keep the scores close by half time. At the end of the game the score was 7 – 1 to Nulkaba. Each boy played with fantastic enthusiasm and showed how proud they were to represent their school.

**Senior Boys Touch Football Team.** Cessnock West had an encouraging year in the senior boys PSSA touch football competition. Our first match was against Kitchener Public School. Cessnock had trained well and was ready to come together as a team. It was a great match played in a positive spirit by both teams. At the final hooter Cessnock West had a comfortable win which was great to see. Our round two match was against the competitive Nulkaba Primary School. The team played well and the scores were even 3 all at half time. By the end of the match Nulkaba had become too strong and won 6 – 4 but again the boys had played with a great team spirit and sportsmanship.