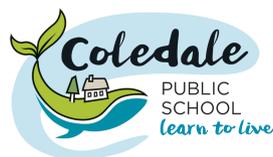


# Coledale Public School Annual Report



2016



1587

## Introduction

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

Tanya Potter

Principal

### School contact details

Coledale Public School

Lawrence Hargrave Drive

Coledale, 2515

[www.coledale-p.schools.nsw.edu.au](http://www.coledale-p.schools.nsw.edu.au)

[coledale-p.School@det.nsw.edu.au](mailto:coledale-p.School@det.nsw.edu.au)

4267 1885

## Message from the Principal

Our school's success is contributed to by our highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them. Thirdly, we enjoy tremendous support from our parent body and local community.

At our annual self-assessment and review meeting involving staff and representatives of our community, the following key features of our achievements for Coledale Public School in 2016 were identified:

- Our curriculum delivery was enhanced by explicit and differentiated teaching in numeracy and literacy. In maths and science we utilised inquiry based learning showing our students maths is everywhere and allowing our students to complete engaging investigations.
- Learning was personalised for students with differentiated tasks being utilised regularly to meet the learning needs of each student. Teachers also personalised their learning with performance and development plans given priority in our professional learning sessions.
- We developed a love of the environment and also were very concerned with the students well-being and total development. Through participation in our Kitchen/Garden program, our explicit teaching of fundamental skills and our Sporting Skills programs as well as involvement in our Community of Schools events, our students have the opportunities to have a well rounded education.

The Coledale Public School Annual Report for 2016 is an account of the school's operation and achievements throughout the year. It includes additional information that reflects who we are as a school and our commitment to providing quality education for all students. The report has been compiled by the dedicated staff of 2016 and we hope you enjoy reading it.

*Tanya Potter*

Principal

## Message from the school community

Thank you to everyone who participated in the P&C over the last year:

Executive: Secretary – Karen Bohm      Treasurer – Lynn Tamsitt      Vice President – Alison Merceica

Committees:

Environment Committee Co-ordinator – Beth Patterson      Uniform Co-ordinator – Michelle Morrison, Heidi Emerson

Canteen Co-ordinator – Ange Clough, Lana Bright      Fundraising Co-ordinator – Chantal Kershaw

Grants Co-ordinator – Anthony Bohm      School Banking Co-ordinator – Jenni Keers

BBQ Co-ordinator – Jen Pope, Helena Durham, Libby O'Donnell, Cara Heaven

Year 1 Parents – School Disco

Year 2 and 3 Parents – Trivia Night

Year 4 Parents – Soccer Day (unfortunately cancelled)

Year 5 and 6 Parents – Movie Night      Todd Maher and Keith Macintosh and everyone who played – Cricket Day

All the BBQ volunteers – last year we raised over \$7,000 from our BBQs alone!

Thank you to our community partners – IGA Thirroul, Coledale Surf Lifesaving Club, and Coledale RSL. Our school is part of a fantastic community, our kids benefit greatly from the generosity of these organisations.

Funding the school: Our major special project this year has been the design and construction of a multi-purpose room/canteen/kitchen/dining room. The P&C raised \$60,000 for this building, which will support the school's Stephanie Alexander kitchen garden program. We have had some amazing help from parents Paul Sabatini and Heidi Emerson, who together with Mrs Potter, and the team from Assets are making sure the building will commence construction in 2017.

We also contributed \$3,500 towards running costs and teaching staff for the garden program. Coledale's garden is well known and highly valued in the community.

P&C paid \$720 for minor upgrades to the playground equipment, and provided \$1,400 to help fund Scope IT coding classes to reduce the cost for parents. P&C also assisted with payment \$460 towards the Year 6 T-shirts.

Next year, the P&C Core Funding to the school will comprise Literacy and Numeracy materials, STEM funding, an IT upgrade program, and Unexpected Magic, as well as the Garden, Canteen, Uniform shop and the Year 6 T shirts.

We also plan to complete the new Multi-purpose building, and commence work on our next major project, resurfacing the sports court.

P&C couldn't help the school as much as it does without the kind generosity of all our volunteers, parents, and carers. Thank you for your support in your children's education.

P&C President's Report 2016 Margie Rahmann

## Message from the students

The SRC or Student Representative Council is made of two students from each class as well as the four elected Captains and Leaders from Year 6. 2016 has been an amazing year and our school really is a wonderful primary school.

At Coledale school we host many fundraisers to help the community and people in need. We recently had a Year 6 Market Day where we raised lots of money to put towards the Year 6 present, an opportunity to give back to the school. We also heard about a local girl named Chloe S who had a terrible disease called Vanishing White Matter Disease. We raised \$2700 to help scientists to find a cure for Chloe. Towards the end of the 2016 we all brought in a can of food to give to people in need. We called this We Can Can. We collected about 200 cans. We feel that we have helped the community in so many different ways, making our students feel proud of how we support others..

Kids at Coledale love their sport and 2016 was no different. We had every student trying their hardest to be the best that they can be. We started with the Swimming Carnival where many students achieved great results. It didn't end there though. We also had many students competing in the PSSA District trials. These included soccer, touch football and rugby league. Many students had success and went on to represent us at the Regional level. Athletics is also a favourite here at Coledale. We had a whopping 4 students going to regional athletics for high jump and discus. Students at Coledale certainly 'fly high' in all they do!

Term 1 ended with our Cross Country Carnival with 42 kids proceeding to District with Wilkie going to Regional. We also participated in Sporting Schools and the Dragons Backyard Footy program.. Throughout each term we built up our skills in a different sport which came in handy for PSSA. 2016 has been a very successful year for sport.

In 2016 the whole school performed in 'Strictly Coledale'. We had a variety of dance acts we created with Dance2bfit and some unique performances from our very own Coledale Talent Quest. It certainly was a show with lots of 'wow' and our fantastic audience certainly appreciated the efforts from everyone. Austinmer PS kindly allowed us the use of their school hall. we appreciate their very kind gesture.

Here at Coledale we always remember our school motto, 'Learn to Live.' This means that we come to school each day ready to face the challenges of learning. This helps us to know how to keep going on with life when bad things happen or things just don't go our way. We also follow our 3 **SEA** values – **Show Respect**, **Engaged in Learning** and **Act Responsibly**.

Another key program in our learning is the Kitchen/Garden program. We go out to the garden 4 times a term to learn about our garden and help it grow. As a reward for this, we go into the kitchen to create a delicious meal for the class. The school community is hoping In 2017 they will achieve their dream and build a new building which will house a kitchen in a larger space.

We thank you for reading this report about what an incredible year we have had at Coledale Public School and we will definitely leave with great memories and pride. We congratulate the 2016 SRC but also acknowledge each and every student who makes this school so fabulous. Every staff member helps us have fun and develop important skills for life and that we will always be truly grateful for.

Kind regards

Lily Schott and Matt Sheath

2016 School Captains

## School background

### School vision statement

Coledale Public School learning community vision is that all members will be successful earners, confident and creative individuals and active and informed citizens.

### School context

Coledale Public School is situated in the Dharawal nation and pays respect to the Wodi Wodi people, the traditional custodians of the land on which the school is located.

Our school is positioned between the escarpment and the sea and allows us to create direct links between our environment and our classroom programs.

The school has a long association with the Coledale community with its motto '**Learn to Live**'. As a school we celebrated our centenary in 2012 and enjoy multi-generational history of students coming from the local community. Currently Coledale PS has six classes and is classed a P5 school with a teaching Principal. Our school has steadily grown over the last four years as many families have moved to the area.

Coledale Public School proudly delivers quality Public Education for the children of families in the coastal community of Coledale in the northern suburbs of Wollongong. Student attendance continues to be high, reflecting ongoing positive student participation in school activities. We have dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve wonderful results, at the same time providing a caring and safe environment.

Our school community is very active and informed, with the P&C providing strong financial support for a variety of curriculum programs.

We are a proud member of the Seacliff Community of Schools. Our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

## 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 the school continued to strengthen the learning culture across the school. To assist our positive growth staff continued their development of pedagogical knowledge with completion of further professional learning modules with the How2Learn program. As a result, our teachers have utilised formative assessment strategies to effectively plan learning tasks for their students. They have implemented changes to ensure the curriculum is being differentiated, to meet each students' needs. Consistent language to enhance a growth mindset is also being utilised across the school.

The introduction of PBL (Positive Behaviour to Learning) to our school community has also ensured there is consistency in language, expectations and consequences in terms of behaviour. Explicitly teaching lessons and raising the expectations has meant there has been a positive influence towards learning. Our participation in the Sporting Schools program has also increased the confidence of many students as well as increased the development of gross motor skills of our students. Our Learning Support Team has made a strategic and planned approach to providing support and are regularly tracking each student's progress. Whole school assessments in writing have also allowed staff to develop consistency of judgement against the continuum. Through regular discussions, staff have supported each other in gaining an increased understanding.

## **Teaching**

In the domain of Teaching, our focus has been in the elements Data Skills and Use and Collaborative Practice. Our staff focused on mathematics and completed professional learning with the TEN and TOWN programs. We also moved towards inquiry based mathematics where students enjoyed learning the fundamentals and then utilising their knowledge to complete investigations. Our teachers now differentiate their lessons to cater for each student's particular needs. The students enjoyed the 'fun' aspects of their learning and enjoyed explicit teaching that was purposeful and relevant for them. L3 was implemented in Early Stage One and a Stage One classroom. Staff are continuing to align teaching and learning with the new syllabus in the key learning areas. Teachers also explored the many different ways they could utilise formative assessment to improve the outcomes for all students. The use of 'I Can Statements' allowed the students to develop an understanding of the learning goals they needed to achieve to assist with their progression and development. Visible Bump It Up walls were utilised in some classrooms as well as goal setting in some specific areas of English and Numeracy.

Teaching in all classrooms was further enhanced through the staff planning and developing short sharp focussed programmes together. Writing assessment tasks were completed across the school and samples were then examined. Similar themed threads were identified in the continuum across a number of clusters and lessons developed to increase the explicit teaching. This collaborative programming resulted in an increased sharing of ideas and the development of successful classroom practice. Student engagement also increased in writing tasks as students enjoyed explicit teaching, differentiated tasks and increased enthusiasm with the aspect of writing. This planned support assisted the positive development and achievement of outcomes for our students in general.

## **Leading**

In the domain of Leading the school provided community members with opportunities to engage in a wide range of activities including classroom assistance, P&C social events as well as opportunities to witness the development of student's skills and positive growth in their self-esteem. Our 'buddy' program across the school was also further enhanced with the use of buddy classes across the school. Fundraising efforts saw the school combine to support each other in their learning of basic skills in literacy and numeracy. With the large amount of funds raised the school purchased some new coding materials to complement our technology devices. The new resources offered the students many opportunities to support and lead learning tasks with design and collaboration being the key aspects. Our amazing students showcased an outstanding, 'Strictly Coledale' performance for their family and friends. This was the result of the students developing and improving their skills in a number of syllabus areas; it truly was one amazing show. Leadership opportunities were plentiful for many throughout the year. Management practices and the implementation of our school plan and the three strategic directions – Challenge, Create and Connect certainly supports a culture of high expectations and engagement. Staff, students, parents and community members were given the opportunity to be actively involved with the school, curriculum and our environmental programs. The positive contributions of some of our staff were highlighted at recognition ceremonies held in the Wollongong North network. This also occurred throughout the year as well, at our Seacliff Community of Schools events, where Coledale students featured and performed admirably.

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

CHALLENGE – successful learners.

### Purpose

To challenge our staff to nurture, guide, inspire and challenge our students on their journey to excellence. Our teachers will have a thorough understanding of the syllabus and will use individual students' capabilities and needs to plan for students' learning. Our students will strive to be the best they can be. Their learning will be engaging through the use of authentic and rich tasks. They will be challenged, confident, creative and connected to their learning.

### Overall summary of progress

In 2016 staff continued teaching mathematics using a number of key changes that were introduced in 2015 through our professional learning sessions. Students are utilising investigations that are meaningful and interesting to develop their knowledge and skills. The students build their skills through the use of the many tasks and activities that staff developed while completing the TOWN and TEN program. These skills are then used to complete an investigation that is interesting and relevant to students. This deepening of knowledge to solve real life problems is assisting students to appreciate that maths and science is all around them. The students are also encouraged to 'have a go' and learn from their mistakes. Tasks are differentiated so that all students are challenged yet also able to achieve success and grow from their experiences.

In literacy we have also continued to use explicit teaching to improve the outcomes for all students. In reading staff are implementing the L3 philosophy in the K–2 classes and Focus on Reading strategies in years 2–6. We have also been using a phonics approach to assist students. We introduced Sound Waves, a phonetic based program which has supported students across a number of areas – writing, spelling, reading and speaking. Some students have been supported with the use of specific and targeted support to improve the outcomes they are achieving.

Staff began using short sharp focused programming using common threads of the literacy continuum, especially in the aspect of writing. This promoted lots of discussion and developed a consistency of judgement. The teachers enjoyed the rigorous and in depth conversations about their teaching and the students progression. The sharing of resources, ideas and strategies has led to increased quality and accountability for the teachers.

Learning Plans were developed for students who were identified requiring extra personalised support. Tasks were differentiated to meet their individual students needs and yet also challenge their learning. Students were given direction of setting personalised targets of what they are trying to achieve and then given support to achieve their goals through numerous tasks. Learning became visible in many classrooms with the use of I Can statements, Bump It Up Walls and also displays of examples of WAGOLL's (What a good one looks like). Data was also analysed by the teachers and the learning support team to ensure that support was being directed according to needs.

### 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>Strengthen literacy and numeracy results with particular emphasis on increasing representation in top two bands in NAPLAN.</li></ul>	Our 2016 results in NAPLAN have seen an increase in the percentages in some areas. Grammar and punctuation saw an increase across all three grades 3, 5 and 7 in the percentages of students gaining the top two bands. Where other gains were only made by one year group e.g. Year 3 Spelling and Numeracy, Year 5 Reading and Writing and Year 7 Writing.	Low level adjustment for Disability funding:  \$16 162 for LAST teacher and SLSO support  Teacher professional learning \$ 4 600
80% of students achieve stage/grade expectations as evidenced by our PLAN data across K–6.	We achieved an improvement across the board with 91% of all our students achieving the expected growth on the literacy and numeracy continuum.	Use of the funds above to support students.
Evidence of assessment actively utilised in all classrooms to guide teaching and learning programs	Teachers are using assessment strategies to effectively assess learning and also plan for learning. They are finding out where their students are in their learning, knowing where they are going and setting tasks to help them get there.	Use of the funds above to support students.

## Next Steps

- Continue to provide support to the students with the use of funds to provide additional SLSO support in the classrooms..
- Continue to provide staff time to collaborate and discuss programming and provide opportunities to focus on the short sharp focus programming techniques.
- Tasks will continue to be differentiated to enable all students to feel challenged but also feel success.
- In Numeracy we will continue to utilise iMaths to support our inquiry based learning as well as the TEN and TOWN resources. In professional learning we will also look at completing the online Building Blocks in Maths course.
- L3 instruction to continue with our OPL Stage 1 teacher and the other teachers in K–2 will continue to teach utilising the strategies they have gained.
- The use of Sound Waves across all K–6 classes will be utilised to help with the acquisition of phonics and vocabulary development.
- Further resources will be purchased to assist with literacy and numeracy development for all students, especially targeted resources for students with learning disability.
- Parent workshops held to share with the parents the learning process and also the ways they can support their children with the acquisition and development of skills in literacy and numeracy.



## Strategic Direction 2

CREATE – confident creative individuals.

### Purpose

Create a positive school culture that contributes to improved student outcomes. This will be done by developing an inclusive well-being framework which will support the cognitive, emotional, social, physical and spiritual development of all. Creating clearly defined behavioural expectations will improve our already positive teaching and learning environment. Relevant school data will be used to guide decision making. Our students will be given opportunities to display their confidence and creativity through the curriculum and extra-curricular activities.

### Overall summary of progress

As a school we have continued to explicitly teach the expected behaviours in various parts of the school. We have raised the expectations for all students and the students have responded positively. Throughout 2016 we enlisted the assistance of parents to create new logos for each of the values and signs were created and placed around the school to give visual reminders.

Our school policy was updated to include the Positive Behaviour for Learning framework. We also examined our homework policy and had a community group formed who also revised this document. Our framework now includes discipline, positive rewards and leadership opportunities. We are developing a culture where learning is central to everything we do.

Staff have continued completing professional learning with the How2Learn modules and are deepening their understanding of current educational research. They have looked at ways they can embed formative assessment in their teaching through looking at researchers such as Michael Fullen. As a staff we have spent many sessions discussing ways to successfully implement changes to our practices to enable the students to become powerful learners who are striving to achieve small but incremental improvements to their own personal results in many aspects of literacy and numeracy.

Our 'buddy class' system that was utilised was one way of reinforcing our collaborative approach to learning. The teachers and students enjoyed utilising the knowledge of others to successfully achieve tasks and become aware of the capability of technology. Our new coding resources gave us opportunities to explore, design, as well as problem solve. The learning became very 'hands on' and was also engaging for all involved.

### 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>50 % decrease in referred negative behaviour choices made by students as reported by teaching staff and at least 95% of students gain bronze certificates and an increase in the number of students reaching levels above Bronze.</li> </ul>	<p>We had a considerable decrease in the number of students who had referred behaviours. Unfortunately though we still had a few individual students whose behaviour choices did have a negative effect on our %.</p> <p>We did achieve above our desired % of students achieving Bronze and we even have 12 students achieve our new platinum level.</p>	<p>PBL Signage and awards program.</p> <p>\$4900</p> <p>1 day PL – \$450</p>
<p>Indications of a positive school culture with many students able to articulate knowledge of the ways they can further improve their learning in aspects of literacy and numeracy.</p>	<p>Our school often received positive comments from visitors, parents and other schools that we have positive vibes and a lovely tone. This was also reflected in our Tell Them From Me surveys.</p> <p>Although a number of students can articulate about their learning there was evidence that it was not from all classrooms, so this is an area for improvement in 2017.</p>	<p>\$0</p>
<p>Increase number of hours that students are using a variety of</p>	<p>The purchasing of our Coding resources and additional computers has seen the students 'hands</p>	<p>\$ 4000 from a Community fund raising effort for the</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
technology in an effective way for quality teaching and learning.	on' time increase. The learning has also increased in complexity with problem solving and designing being incorporated.	purchasing of hardware.  \$1500 from P&C to support parent costs for Scope IT.

## Next Steps

- Revise documentation procedures in regards to maintaining the records especially with the Positive Rewards Program. Our current system requires some modifications as the way it is, is very demanding for no real benefit. Staff feel it would be more beneficial for the students not to have an accumulative system as the rewards are not always achieved by many who deserve them, for various reasons. The formative assessment approach has also seen that it is of greater benefit for the students to take control and feel personal success rather than waiting for some intrinsic award. Awards associated with the achievement of goals may be a better option in 2017.
- Continue to expand and share ideas on formative assessment practices and changes to pedagogy so students take ownership of their learning. Professional learning in this area will be a focus. We will be combining with Wollongong West PS and Mt Keira PS for two sessions per term with a project we will title – Eyes on Learning. During these sessions and between session tasks at our own staff meeting will have us continuing to focus on formative assessment strategies.
- How2Learn professional learning modules to be presented to staff in our staff meetings throughout the year.
- Well being of staff and students to be considered and offered where appropriate eg. Interrelate Family night.
- Coding with Scope IT to be booked to present students the Intermediate course and add further challenges for them.
- PBL lessons will continue to be explicitly taught to all students and the program implemented throughout the school.



## Strategic Direction 3

CONNECT – active & informed decisions.

### Purpose

As active and informed citizens, our students will act with moral integrity and with ethical understanding when dealing with others. As responsible global and local citizens, they will strive for the common good, in particular sustaining and improving natural and social environments. The school will embed explicit systems for collaboration and communication between our school community and wider connections. Processes that support and clearly articulate the need, reasoning and vision will be essential if all members of the learning community are to work successfully and move forward in the same direction together.

### Overall summary of progress

Teachers were encouraged to develop their own personal goals through their Personal Development Plans. Our professional learning sessions were utilised to support them develop their knowledge and skills to achieve their goals. They also spent some time observing others teaching and supported each other to improve their classroom practice. We connected with other schools for some professional learning sessions and this provided a much larger audience for discussions and collaborative sharing. We also participated in the Community of Schools professional sharing afternoons and found these to be good to see new ideas and the ways others approach their teaching.

Our Kitchen/ Garden program continued with the classes enjoying their sessions in the garden and kitchen each term. We usually were able to grow enough produce for each lesson but find the kitchen space very cramped and due to this factor we are very restricted to what the students can create. Our students are gaining a real awareness of the environment and now often make suggestions and comments about a variety of topics such as energy, recycling and effects human life is having on our planet. We are hoping next year we can provide a larger space for their kitchen lessons.

Our school communication underwent some changes with our website calendar updated to a Google calendar. We also improved the website to a mobile friendly application. A new look logo was created with the assistance of parents to give the school communication a new fresh look. This logo was also used by Year 6 when they designed a new flag to take to public events.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will be actively engaged in our environmental program gaining skills, confidence and knowledge across a number of the curriculum areas.	Our students in Year 3 –6 completed 14 kitchen /garden sessions across the school year. The students shared their knowledge and experience with their buddy classes in K–2.  A successful Science Day was held with the assistance of parents that had an environmental theme.	\$2409 Wages and \$1500 materials for the Kitchen/Garden program.  The P&C funds our K&G program.
100% of staff will have aspirational Performance and Development Plans in place and they will be actively engaging in the development cycle – seeking feedback, participating in reflection and refinement of their plan.	Staff enjoyed the collaborative team approach and successfully improved their pedagogical practice in the classroom. The discussions and professional connecting with others opened their eyes for ideas and ways the outcomes can be improved for students and themselves.	QTSS allocation from staffing helps support this area.
United look used to present and promote the school.	A new look logo was created to promote the school and our school communication under went some change to positively promote the school.	\$ 800

### Next Steps

- Our special purpose room community project will complete the tender process and become a reality so our kitchen /garden program can be expanded to create delicious end results with our organically grown produce.
- Our school newsletter will be revamped to ensure we are effectively communicating all the key events / ideas to our school community.
- Staff will continue to improve their knowledge and quality teaching strategies through an active Personal Development Plan and observation/ collaboration with others.
- Non teaching staff will be introduced to Personal Development Plans and will strive to improve their knowledge and the completion of their positional tasks.
- Our school will continue to be promoted and our image updated.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students received in class support targeting literacy and have had opportunities to experience cultural activities at school and community events. Some students also participated in the Indigenous Public Speaking.	Aboriginal background loading \$ 2 445
<b>Low level adjustment for disability</b>	The progression of all students was monitored with adjustments to learning made as required. The employment of a School Learning Support Officer (SLSO) ensured support. Parent volunteers also completed the Multi lit program with some students. Learning plans were in place for students that were developed and shared with parents and other staff members.	Low level adjustment for disability \$16 162
<b>Quality Teaching, Successful Students (QTSS)</b>	Teachers used the QTSS allocation to support the development of formative assessment practices through observations and discussions.	Quality Teaching Successful Students allocation 0.050
<b>Socio-economic background</b>	Targeted interventions for students were implemented through the LaST, classroom teacher and SLSO support. This intervention was a result of analysing PLAN data and other school based assessment data.	Socio economic background \$ 3 648
<b>Support for beginning teachers</b>	The beginning teacher elected to use allocated funds for professional learning courses, additional RFF and specific days dedicated to completing accreditation requirements.	Support for beginning teachers \$16 842



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	58	66	68	70
Girls	62	69	71	71

The schools' enrolment continues to remain stable. We are likely to remain this way as there is very limited land available with the beach and the escarpment as our boundaries.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	96	94.6	96.7
1	95.7	97.3	95.9	95.6
2	95	94	95.8	95.3
3	95.6	95.3	96	94.9
4	95.1	95.7	94.1	96.7
5	95.3	94.1	95.4	95.9
6	93.7	95.3	95.3	94.6
All Years	95.2	95.5	95.3	95.6
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

School attendance remains stable despite the number of students applying for Extended Leave – Travel increasing slightly.

## Class sizes

Class	Total
KG	21
1P	20
2V	24
3/4G	27
4/5G	27
6J	23

### Structure of classes

The structure of classes at Coledale Public School is governed by the Kindergarten intake each year. We follow the Departments recommended class sizes for Kindergarten (20 students), Year 1 (22 students), Year 2 (24 students) and Years 3–6 (30 students).

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.4
School Administration & Support Staff	1.61
Other Positions	0.05

\*Full Time Equivalent

No staff member at Coledale Public School identifies as Aboriginal.

### Workforce retention

Mrs Munn a permanent member of staff remained working part-time (0.4) each work of her full time load. Her remaining allocated days were completed by Mrs Porter.

Our Assistant Principal Mrs Stone was Relieving Principal at another local school for 2016 and her teaching load was filled by Mrs Goulder for the year. Mr Galvin completed the Relieving Assistant Principal role for the year.

Our teaching Principal Mrs Potter completed a number of unfilled roles for her teaching days and her class

load was completed by a temporary teacher Mr Jones for the year.

The remaining permanent staff members were retained for 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	0

### Professional learning and teacher accreditation

Staff Development Days are allocated for the beginning of Terms 1, 2 and 3 with two further days held at the end of Term 4. Over the course of the year, professional learning undertaken on the Staff Development Days included Child Protection annual update, CPR and emergency care, formative assessment, technology programs and wellbeing.

Throughout staff meeting sessions staff completed a number of sessions to improve the literacy and numeracy outcomes for the students. Staff members also attended professional learning courses across the full range of syllabuses throughout the year. Many staff members utilised numerous Adobe Connect sessions and online learning to develop knowledge and skills. Staff always shared their new knowledge and resources with all staff at our weekly meetings.

Leadership development courses were attended by a number of staff members throughout the year. This ongoing support to develop our staff is beneficial for our school community.

In 2016 the Department of Education implemented a new management system LMBR. Training for this system was attended by two school administration staff members as well as the Principal. The need to develop knowledge and skills in this system is going to be ongoing next year.

Our beginning teacher used her beginning teaching funds wisely to develop her knowledge and skills in a variety of areas. As well, she was well mentored by staff within the school and by a recently retired executive teacher. Achieving her accreditation was the goal and this was achieved by the end of 2016.

We also had a staff member achieve maintenance of accreditation at proficient level. A number of staff have also started gathering evidence samples towards their Highly Accomplished Teacher (HAT) accreditation level.

All teaching staff members were involved in the Performance Development Plan (PDP). Where they developed a personal plan for themselves, that was aligned with the School Plan. To support the process they participated in professional development sessions as well as observations. This was completed as a team in a supportive and collegial manner with the aim to improve the outcomes for the students.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school was part of the Group 4 LMBR rollout of the new SAP financial system. The 2016 financial preparation for this changeover was a major focus. The school was moved from the OASIS system to the new SAP system in October.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

Monies rolled over from this balance include \$30 000 towards our Special Purpose building, \$5 000 to replace our ride on mower and \$10 000 to replace Interactive Whiteboards.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	238 111.70
(2a) Appropriation	227 552.81
(2b) Sale of Goods and Services	20.00
(2c) Grants and Contributions	10 390.90
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	147.99
<b>Expenses</b>	-148 774.41
Recurrent Expenses	-148 774.41
(3a) Employee Related	-21 549.52
(3b) Operating Expenses	-127 224.89
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	89 337.29
<b>Balance Carried Forward</b>	89 337.29

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	996 404.40
Base Per Capita	7 511.81
Base Location	0.00
Other Base	988 892.59
<b>Equity Total</b>	22 254.65
Equity Aboriginal	2 444.90
Equity Socio economic	3 647.65
Equity Language	0.00
Equity Disability	16 162.09
<b>Targeted Total</b>	0.00
<b>Other Total</b>	6 432.04
<b>Grand Total</b>	1 025 091.09

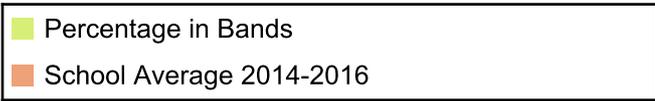
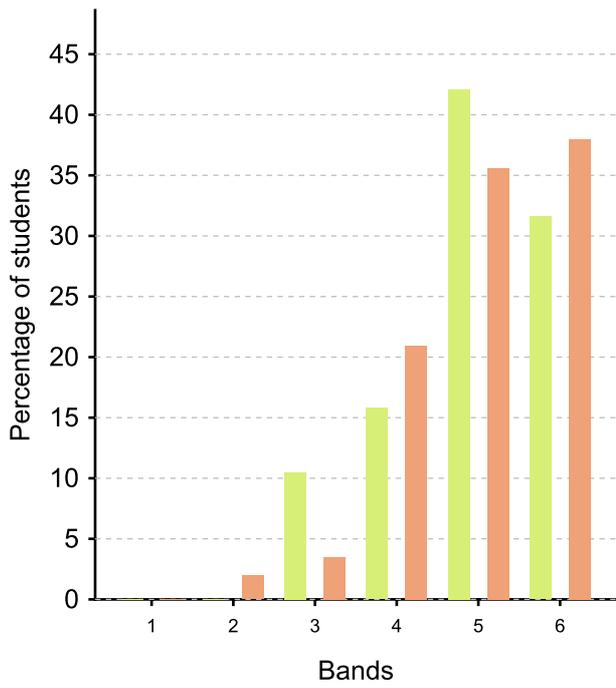
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

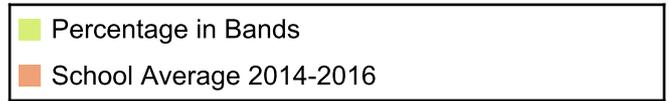
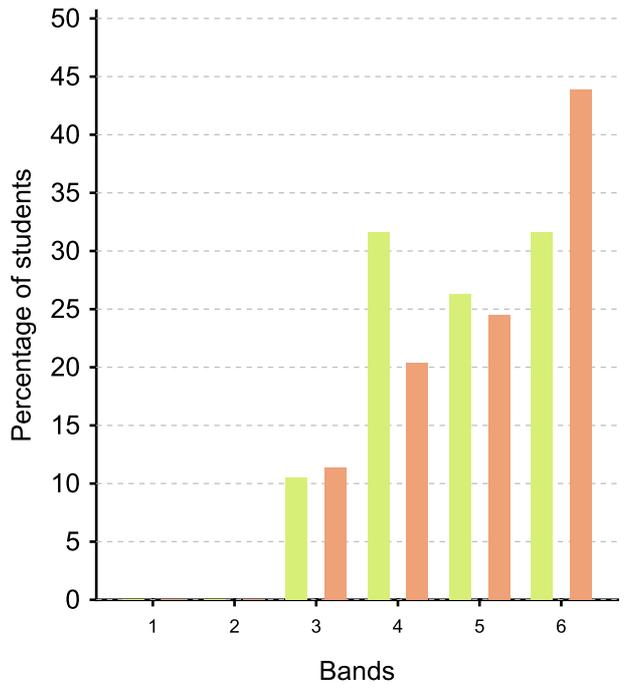
### NAPLAN

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.

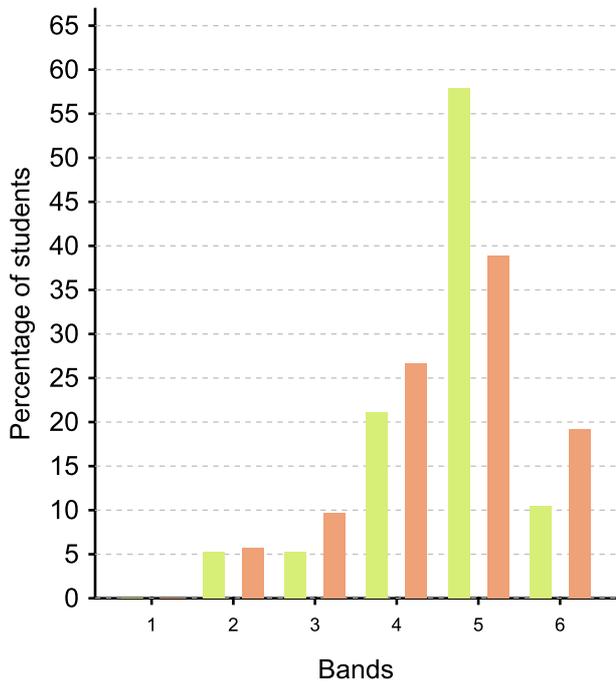
**Percentage in bands:**  
Year 3 Grammar & Punctuation



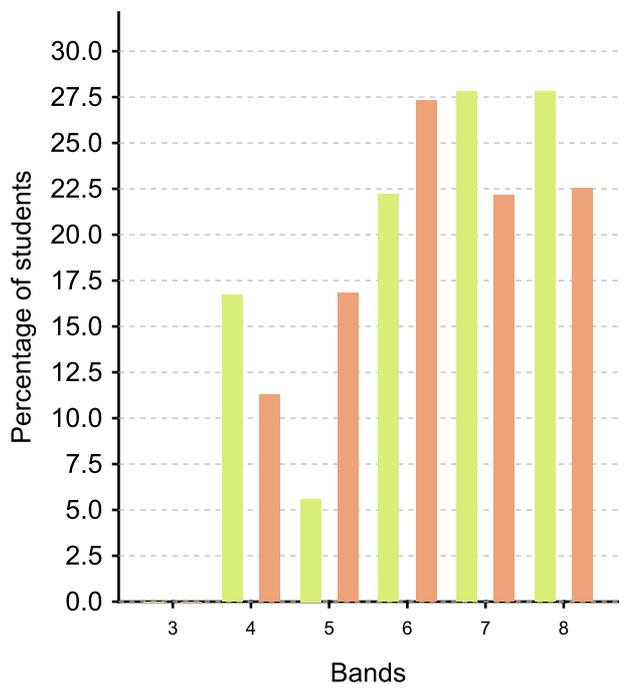
**Percentage in bands:**  
Year 3 Reading



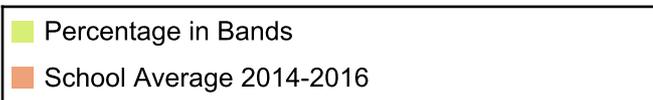
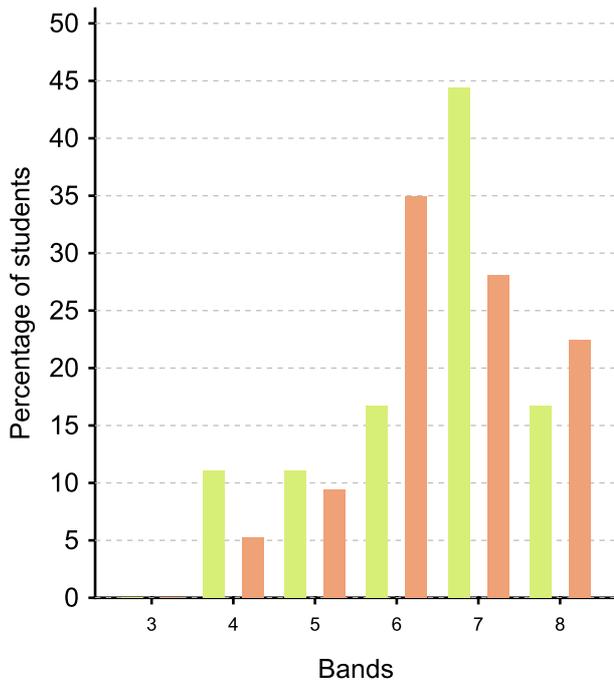
**Percentage in bands:**  
Year 3 Spelling



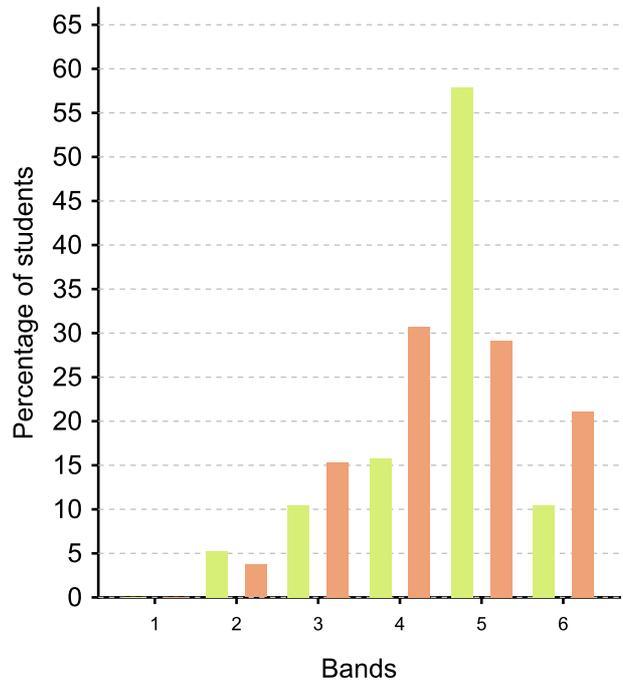
**Percentage in bands:**  
Year 5 Grammar & Punctuation



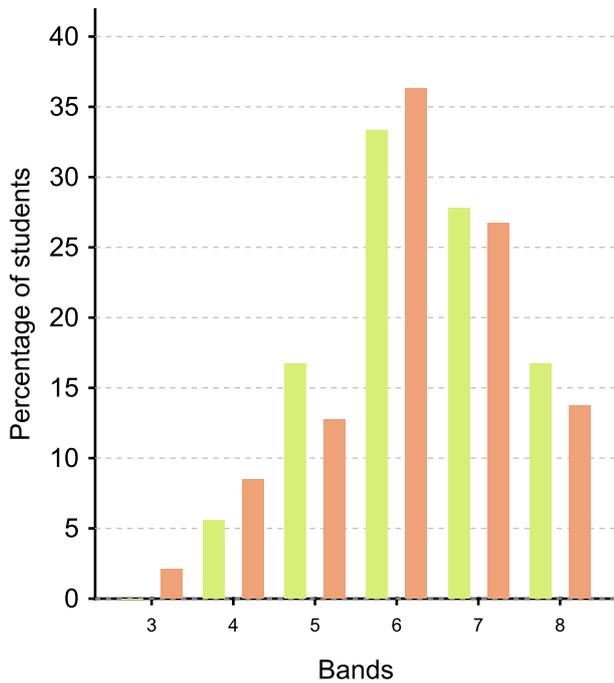
**Percentage in bands:**  
Year 5 Reading



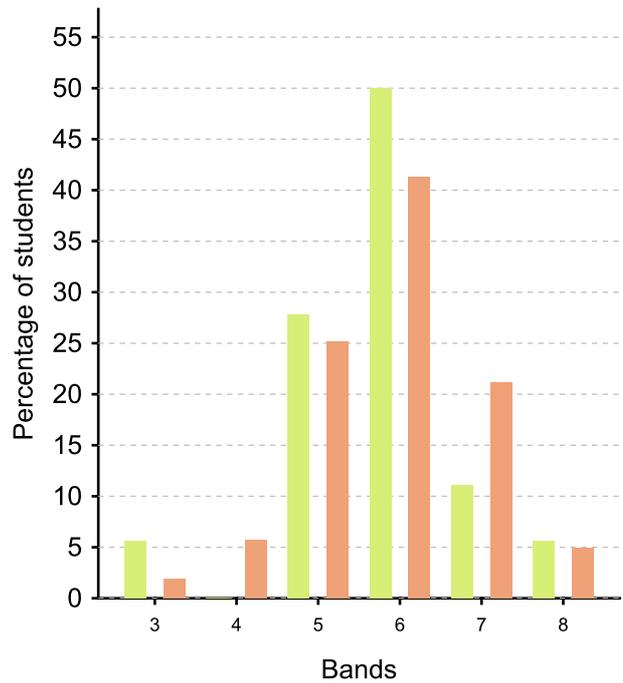
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Numeracy



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..

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parent/caregivers, students and teachers about the school.

In 2016, the school sought the opinions of parents, students and teachers about the school. We used the Tell Them From Me surveys. Responses are out of 10 and the figures stated are the average scores.

Some of the responses are presented below:

### Parents:

8.5 Parents feel welcome at the school

7.3 Parents feel informed.

7.4 Parents feel the school supports learning.

### Students:

7.7 Effective learning time

8.8 Positive teacher student relations

9.0 Expectations for success

## Policy requirements

### Aboriginal education

Coledale Public School has a current enrolment of 4 identified Aboriginal students. Each of these students has a Personalised Learning Plan that was developed in consultation with the students, parent/caregiver and the classroom teacher. These plans aim to cater for each student's needs and circumstances.

Two of our students Noah and Yve were presented with awards for their positive attitude to learning and school at the Northern Illawarra Aboriginal Education Consultative Group Deadly Awards ceremony held at Waniora PS.

Two students Yve and Audrey also participated in the NAIDOC Public Speaking competition held in the Illawarra. This saw them attend a workshop to develop their skills in this area. Then in collaboration with a friend they created a speech on the topic 'Song Lines'. They then presented this to the school community as well as at a local gathering of schools.

### Multicultural and anti-racism education

At Coledale Public School we have a strong culture of inclusiveness and we are all proactive in our efforts to ensure all students and members of our community are all welcome and accepted. We actively promote

harmony and in 2016 we held a wonderful Harmony Day where the students completed a number of activities in peer groups.

Mr Galvin continued as our Anti-Racism contact officer. Our Positive Behaviour for Learning program encouraged students to be proactive and seek support and report any unjust behaviours. Students reported in the Tell Them From Me surveys that 95% of the girls and 91% of the boys had positive relationships.. In our school we show respect to the other cultures at every opportunity we get but we have very few students from other cultures so this is an area we are always striving to give the students additional opportunities.

### Other school programs

#### TOM – Tournament of Minds

The Tournament of Minds 2016 team of was the first from Coledale Public School to participate in this challenging program. The team consisted of seven very enthusiastic lateral thinkers from years 4, 5 and 6. The team met during the holidays and then for an hour each week to prepare for the Long Term Challenge. Each student collaborated at a high level with other senior students from school. Students were able to channel their specific talents in the form of plot development, imaginative sequencing of events, and some were more able to provide the group with some creative flare and dramatics. There was a need for students to balance their personalities and exuberance in order to be fair team players and to encourage other quieter students to have their say. Tournament of Minds was an opportunity for some students to develop their natural leadership skills in this group context. On Tournament Day the team delivered a very authentic performance with commendations in the Long Term Challenge. The Spontaneous Challenge was more difficult for the team with time constraints proving an issue. Overall it was a very successful start with many students looking to pursue this program again in 2017.

#### Sport

Sport and physical activity are a valued and important part of our school's curriculum, contributing to the development of the whole child. Coledale's Health program promotes healthy eating and the importance of an active lifestyle. It provides a platform for social, physical and emotional learning and is an expression of our national identity.

The level of participation, enjoyment, fitness and skill development is an integral part of the school sport's program.

Throughout 2016 Coledale students achieved personal milestones in sporting endeavours. We had strong representation in the North Wollongong PSSA District Swimming, Cross Country and Athletics Carnivals.

Our students participated in many of the inter-school sports run by the North Wollongong PSSA. In Term 2, the girls enjoyed the soccer competition while the boys played touch football. Eleven children were lucky

enough to team up with Stanwell Park children to play rugby league. In Term 3, the boys enjoyed the highly competitive soccer competition while the girls played netball. In Term 4, we enjoyed a mixed Dragontag competition, where we were given the opportunity to demonstrate the skills we acquired during our Sporting School's Touch Program.

Thirteen children were given the opportunity to try out for district and regional teams earlier in the year.

We participated in the Premier's Sporting Challenge and received a Diamond award. We also had three grants for Sporting Schools. We used this to provide the students with opportunities to develop their athletics, basketball and AFL skills.

It was a very busy year of sport. Most children love their sport, representing the school with a great deal of spirit, enthusiasm and pride. Fair play is always at the core of all sporting endeavours at Coledale Public School.

### **Dragons Backyard League**

The Saint George Illawarra Dragons provide many very successful programs for local children and schools in the Illawarra. The Backyard League program gave the children an opportunity to acquire new skills that can be transferred to many different sports and sporting activities. These programs promote active participation and the enjoyment factor, vital ingredients for a healthy and active lifestyle.

### **Swimming Scheme**

Sixty Coledale students are involved in the special swimming scheme run by the Department of Education at Corrimal Pool. These classes provide excellent swimming tuition for children in a fun, safe environment, beside their friends. The children are divided into four ability groups and given ten days of intensive training over that period. Throughout this period, most children demonstrate rapid improvement as their confidence is given a boost and their ability and stamina improves. Quality water safety instruction is an added bonus to this valuable and worthwhile program.

### **Bike Education**

Every second year, Stage 2 children attend a bike education program run by the PCYC at Lake Illawarra Bike Park. This day is divided equally into theory and practical sessions. The children are involved in many real life situations throughout the day, testing their knowledge of rules and regulations associated with road and cycleway usage. The park is able to simulate real life circumstances that the children may face in the future, teaching how to deal with them in a fun, safe environment. This program also supports our school's Bike Education policy.

### **Kitchen Garden (Stephanie Alexander Kitchen Garden Foundation)**

The aim of the SAKGF is to introduce pleasurable food education to as many school students as possible. Our program has been running now for a few years now and just seems to be getting bigger and better. The target group at present is the primary children in Years 3 – 6. They participate in gardening and cooking activities three times each term, getting their hands dirty in the many jobs including planting, building no dig gardens, fertilizing, weeding, composting, watering and harvesting. The children look forward to, and enjoy gardening with Joanne Chilton, our gardening guru. Many children often give up their lunch time to help Jo in the garden, as there are always things to be done. While half of the children are out in the garden, the others are busy in the kitchen, (our school canteen) following and cooking recipes using the produce harvested from our very own garden. There is always a treat at the end of the day when the children get to enjoy tasting their cooking creations.

Preparations are well underway for the installation of a kitchen to be used as a cooking classroom and multi-function room. This new feature will take our program to a new level, inspiring us to make the program even bigger and better.

### **Positive Behaviour for Learning**

This year PBL was launched and the new school Welfare and Discipline Policy was implemented. The school values were launched Show Respect, Engaged in Learning and Act Responsibly. As part of the launch signage was designed and placed in prominent places throughout the school, with the help of Glenn Beadman and Megan Badham.

The new reward system focuses on managing the school systems and practices to promote positive student behaviour both in the classroom and playground. The result of the implement of PBL has seen a decrease within classroom and playground incidents.

The student's achievement is recognised through Bronze, Silver, Gold and Platinum awards. Each fortnight data is collected and analysed about student behaviour through teacher referrals to plan for future lesson focuses. The Launch of PBL in 2016 has been a great success.