



Collaroy Plateau Public School

Annual Report



2016



3970

Introduction

The Annual Report for 2016 is provided to the community of Collaroy Plateau 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.

Suzanne Trisic

Principal

School contact details

Collaroy Plateau Public School

Plateau Rd

Collaroy Plateau, 2097

www.collaroypl-p.schools.nsw.edu.au

collaroypl-p.School@det.nsw.edu.au

9971 5214

Message from the Principal

I'd like to thank the dedicated, professional, talented and passionate Collaroy Plateau Public School staff team, who always put the students' needs first. Congratulations and thank you!

Thank you also to the parent community, particularly our P&C, for their time, energy and support of our school. The P&C and wider school community worked extremely hard once again to support our school by organising many wonderful fundraising events and activities. Because of this generous support we were able to fund laptops, air conditioning, sports equipment, Science, reading and other classroom resources and an additional Learning Support teacher.

Congratulations to our students, who every day, demonstrated our school values of Respect, Responsibility and Personal Best, while working hard to achieve our school motto "Excelsior" – Striving for Excellence.

Thank you everyone for making Collaroy Plateau Public School a place to be proud of.

Kind Regards

Suzanne Trisic

Principal

School background

School vision statement

Our vision is for a holistic approach to education empowering every child to achieve their full potential through differentiated programs in a supportive, respectful environment. To engage and motivate our students as 21st Century learners enabling them to become productive, responsible members of the community.

School context

Our school is located on Collaroy Plateau in an open bush setting encompassing distant ocean and city views extending from the city of Sydney through to Long Reef. The physical environment of Collaroy Plateau is inviting; reflecting the spirit of those who work, play and grow together, whilst embracing the school ethos of “*Striving for Excellence*.”

Collaroy Plateau is a medium-sized school offering quality education for approximately 650 students from Kindergarten to Year 6. Our school enjoys a reputation for excellence in academic achievement, sport, music, and the creative arts; with specialist programs in place to cater for the needs of all children. We value participation and inclusion for all.

Our highly skilled and committed staff encourages and provides a supportive environment that is conducive to learning; following a Code of Behaviour that is concise, positive and effective. Students are happy, proud of their school, prepared to support one another and willingly participate in the wide range of educational opportunities offered to them.

Parents are valued partners in our school and assist in the classroom, canteen, uniform shop, P&C and Dance and Band Committees.

Collaroy Plateau is also an active member of the Peninsula Community of Schools (PCS). The PCS was established in 2007 and is comprised of 3 high schools and 10 primary schools. Our school is part of this collaborative learning community pooling the resources, programs and professional learning of these schools; along with Macquarie University as a learning partner.

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 three domains of Learning, Teaching and Leading the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework.

Learning Domain: in the element of Learning Culture the evidence indicated that the school was operating at the Excelling stage. In the elements of Assessment and Reporting and Student Performance Measures the evidence indicated the school is operating at the Sustaining and Growing stage.

Teaching Domain: in the elements of Effective Classroom Practice, Learning and Development, and Professional Standards the evidence presented indicated that the school is operating at the Sustaining and Growing stage.

Leading Domain: in the elements of Leadership, and School Planning the evidence presented indicated that the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation 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

Excellence in 21st Century Learning

Purpose

To engage all students in differentiated learning experiences to become successful global citizens by equipping them with the skills to be effective life-long learners.

Overall summary of progress

Our continued school wide focus on Excellence in 21st Century Learning enabled us to achieve significant progress in this strategic direction during 2016. Collaroy Plateau Public School teaching staff continued to engage in professional learning in the Australian Teaching Standards aligning the standards to their classroom programs.

Staff collaboratively planned programs to equip students with 21st Century learning skills through differentiation, personalised goal setting and collaborative projects, involving critical thinking and problem solving. Wonderful learning opportunities were created for students to design, evaluate the process and work collaboratively.

Teachers collaboratively designed assessment tasks for learning and accessed student data, allowing them to make informed decisions regarding "where to next" with teaching and learning programs.

Teachers implemented assessment strategies and created rubrics for students to use as a self-reflection tool. Students and teachers could then use this data to create personalised learning goals.

In 2016, schools from the Peninsula Community of Schools met in year groups to discuss and share effective implementation strategies and units for the new English syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth for all students in literacy and numeracy is above DEC average in NAPLAN assessments.	Our NAPLAN data revealed that 62.5% of students achieved growth in Literacy and 54.9% in Numeracy.	P&C funds for Year 4 laptops \$25 000 Planning days \$1 800 Strategic planning and evaluation team \$3 600 School funds for Year 3 laptops and 2 chargers \$35 000
Students achieving year level benchmarks in literacy and numeracy continuum (PLAN).	In 2016 not all year groups entered data into PLAN. As a result we are not able to confidently report on a percentage for this improvement measure.	Literacy and Numeracy funding \$23 609 Professional learning – Ian Dukes \$2 100

Next Steps

In 2017 two Executive staff members will attend the " Seven Steps to Writing Coaches Course", in order to become instructional coaches, who will then lead the staff in professional learning sessions throughout 2017. The focus of these sessions will be to familiarise staff members' understanding of this resource and how it can be used in the classroom to improve student outcomes in Writing.

Streamline CPPS Strategic Groups by giving each group a specific project and target to manage when meeting throughout the year. This would lead to improved student outcomes, a deeper understanding of the 21st Century

fluencies and richer learning environments.

Through professional learning sessions, teachers are able to reflect upon and discuss specific curriculum areas, leading to finalising a set of skills students would aim to master, on exit from a particular year, in English and Mathematics.

Staff in consultation with the LST Committee to identify those students requiring additional learning support and those who require challenging programs to maximise their learning.

Staff and students will reflect on their learning, make choices about their learning and set learning goals based on self, peer and teacher feedback. For staff to gain experience and become experts of visible learning.

Each grade will develop a process for ongoing PLAN data entry in Literacy and Numeracy.

For students, staff and parents to participate in the Tell Them From Me online survey.

For staff to monitor and review the effectiveness of common assessment tasks.

Strategic Direction 2

Dynamic Learning Culture

Purpose

To foster a dynamic culture of innovation and best practice through quality professional learning and collegiality.

Teachers will be responsive to students' needs and be facilitators of learning.

Leaders and teachers will have high expectations of themselves and their students in order to empower students to achieve their personal best.

Overall summary of progress

Staff were engaged in professional learning at school, in outside courses, by listening to guest speakers, attending conferences and attending PCS professional learning groups.

CPPS staff also completed their Personal Development Plan (PDP). Through the PDP process teachers participated in peer observations, focusing on effective feedback strategies, while building on self-reflective teaching practices and learning from one another, to further create a dynamic and innovative learning environment.

Substantial professional learning focused on consistent teacher judgement and moderation activities. Teachers collaborated, were involved in professional dialogue and created common assessment tasks in grade groups across K–6.

Our PBEL team consulted and communicated with students, staff and the school community around the common language used to convey our school expectations. Weekly PBEL focus was shared at whole school assemblies and inserted into the school's newsletter to inform and to build the wider community understanding of our school expectations.

Executive and staff worked collaboratively to collect, collate, annotate and match evidence to the School Excellence Framework in preparation for the school Self-Assessment external validation process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff working collaboratively to implement and support their Professional Development Plans (PDP) through collegiality and mentoring.	<p>Through the PDP process increased levels of collegiality and mentoring was evident on reflection and evaluation.</p> <p>Staff appreciated the opportunity to discuss, observe and reflect on their own and their peers' classroom practices.</p> <p>In our teacher satisfaction survey 94.4% of the staff believed that their involvement in professional learning led to changes in their teaching and understanding of how students learn in the classroom. 96% of teachers agreed that teachers work together to improve teaching and learning in their year groups and stages. 92% of staff believed that they set high expectations for student learning.</p>	Professional learning \$25 643
School-wide systems and procedures to enable sharing and access to all teaching and learning programs resulting in quality differentiation.	We rescheduled our administration meetings allowing grades to meet fortnightly as opposed to only 3 times a term. This now reflects a fortnightly meeting in grades, with additional sessions allocated in teacher professional learning times to focus on moderation and consistent teacher judgement.	\$10 000

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School-wide systems and procedures to enable sharing and access to all teaching and learning programs resulting in quality differentiation.	In 2016 we continued to use Sentral, which allowed for a school-wide system of tracking student data, whereby all stakeholders were able to access relevant information.	

Next Steps

At CPPS we will undertake an action learning process by continuing to explore evidence based pedagogies through peer observations, mentoring and professional learning. Evidence of improvement will be gathered from the Tell Them From Me surveys as we are able to compare data from the 2016 and 2017 surveys.

We will undertake further professional learning on the Well-Being, School Excellence Framework and the National School Improvement Tool.

The PBEL team will revisit the Student Welfare policy and the BounceBack program to align our goals and ensure that all staff members are familiar with the school and PBEL expectations.

Executive members to ensure that all staff are using Sentral to record learning, positive and negative incidents, reports and meetings with parents.

In 2017 a Student Learning Support Officer will be employed full time to support student learning needs and be responsible for identified individual student needs.

The GATS strategic group to revisit our process of identification of Gifted and Talented students within the school and to present this identification process to the staff. This process would enable these students to be involved in differentiated learning opportunities both within and outside the school.

Strategic Direction 3

Productive Partnerships

Purpose

To strengthen our partnerships with all stakeholders within our educational community by promoting effective communication and encouraging strong collaborative and inclusive partnerships.

To further develop school partnerships throughout the wider educational community from pre to high school and beyond.

Overall summary of progress

We have continued to evaluate, reflect and refine our consultative processes and communication channels within our school and wider community.

Staff have utilised the program Sentral to ensure stakeholders have current information and are kept well informed of happenings in the school.

We have continued to work in partnership with the P&C to survey and consult with our school community in regards to their priorities for student learning, extra-curricular programs and the resourcing of various school programs to meet student needs, with great success.

The school has continued to use our app to inform and remind the school community of various activities and programs, taking on board their feedback of having a heading at the beginning of messages to identify to whom the message is intended. Staff have been trained in how to create, upload and send messages to the community.

We continued our partnership in learning with Fisher Road students, with them visiting us once a week and joining CPPS classes to participate in library, gym and technology lessons. We also continued our community partnership with the local organisation Bushlink.

We revitalised our connection and partnership with our local preschools, inviting the preschool students to our school for several special visits, in addition to Kindergarten orientation days and to enjoy our various Christmas plays.

The school is an active partner in the Peninsula Community of Schools (PCS), providing opportunities to improve teacher professional practice through shared professional learning and dialogue leading to the improvement in opportunities and outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Signage purchased to communicate and reinforce PBEL values and the location of various areas within the school.	Signs with the 3 PBEL values of Respect, Responsibility and Personal Best and what this actually looks like, were positioned around the school in targeted areas. School crest and positional signage, directing visitors to different areas of the school, were also purchased. PBEL doormats were bought for each classroom.	Signage and mats \$15 000
Effective and efficient communication to school community through newsletter, website and school app.	Continued use and refinement of the school app to provide quick and efficient communication to the community. We currently have 539 users. Continued subscription to Sentral, paid for further training and the set up of various programs within Sentral e.g. report formatting, award tallies and student incidents. 98% of staff members indicated they use Sentral to communicate with staff.	School app \$1 600 Sentral \$10 000 P&C community \$1 000

Next Steps

To continue utilising technology communication tools to improve communication, ensuring it is efficient and effective.

To further update our school newsletter so it is more digitally friendly and areas of interest can be easily assessed. Investigate Schoolzine as a future commercial newsletter for CPPS.

To streamline our school fee system, allowing parents seamless access to a school system and a more transparent process.

To continue to update, consult and refine policies with staff and our community.

To continue teacher professional and student learning within the Peninsula Community of Schools, utilising our skills and knowledge base.

For staff, students and parents to participate in the Tell Them From Me survey for a second year and for the results to be analysed and shared with, and celebrated by, the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	N/A	\$0
English language proficiency	Teacher employed to support English and Language/Dialect (EAL/D) and Newly Arrived Program (NAP) students, ensuring the students felt supported in their learning and school activities.	\$22 412
Low level adjustment for disability	Learning Support Team (LST) reviewed policies, procedures and processes to ensure effective and efficient methods of identification, support and resolutions. Employment of a Learning Support Teacher and Student Learning Support Officers (SLSO's) to support students identified as requiring additional help to meet their needs. Tracking processes for NCCD identified students will need to be reviewed in 2017.	\$84 876 • (\$0.00)
Quality Teaching, Successful Students (QTSS)	Teachers were provided with release time to develop their Personal Development Plans (PDP) to observe class lessons and to engage in feedback and professional dialogue after the classroom observations. Teachers on Year 2 and Year 1 worked with the Deputy Principal to review grade Mathematics programming using PLAN. Release time was provided for teachers to develop their programs and to plot their students using the Mathematics Continuum.	\$47 740
Socio-economic background	Maximum student opportunity and participation in all aspects of school life. Student assistance for excursions and activities.	\$11 436
Support for beginning teachers	N/A	\$0

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	322	323	317	291
Girls	275	289	321	341

Collaroy Plateau Public School has maintained its 2015 student enrolment numbers.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	97.7	95.4	95.8
1	96.7	96.9	94.5	95.9
2	97	96.6	95.1	94.6
3	96.5	96.9	94.9	95.5
4	97.4	96.9	96	94.4
5	96.2	96.8	95.9	95
6	95.8	96.4	96	94.8
All Years	96.7	96.9	95.4	95.1
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

Student attendance at Collaroy Plateau Public School is stable with the attendance rate above the state average. Rolls are marked electronically via Sentral and notes for non-attendance followed up. Our attendance is affected to a small degree by families taking holidays out of school holiday periods.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

In 2016, Collaroy Plateau Public School did not have any staff members who identify as being of Aboriginal background.

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

Professional learning for teachers at Collaroy Plateau Public School was aligned to the School's Plan for 2015–2017, strategic directions and the mandatory training required by the Department of Education. This was provided through weekly professional learning meetings, 5 staff development days, external professional learning courses and combined PCS (Peninsula Community of Schools) professional learning meetings.

In 2016 a significant proportion of teacher professional learning time was dedicated to the ongoing implementation of the new History K–10 and Geography K–10 syllabi. Teachers familiarised themselves with curriculum content and devised teaching and learning units on a grade basis.

A new reporting template (part of Sentral) was introduced K–6 in 2016. Teacher professional learning time was set aside for teachers to work on report descriptors for their grades, as well as planning common assessment tasks and having

professional dialogue around consistent teacher judgement.

Staff were re-introduced to the Performance and Development Framework (PDF) and were assisted with the writing of their individual Performance and Development Plan (PDP) in professional learning meetings.

In 2016, Collaroy Plateau Public School had one teacher completing their accreditation with BOSTES. Fifteen teachers were maintaining accreditation at Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2016 Actual (\$)
Base Total	3 931 939.11
Base Per Capita	34 312.12
Base Location	0.00
Other Base	3 897 626.99
Equity Total	118 723.19
Equity Aboriginal	0.00
Equity Socio economic	11 435.89
Equity Language	22 411.79
Equity Disability	84 875.51
Targeted Total	25 191.04
Other Total	2 830.00
Grand Total	4 078 683.34

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.

	2016 Actual (\$)
Opening Balance	641 452.33
Revenue	4 895 964.08
(2a) Appropriation	4 127 083.78
(2b) Sale of Goods and Services	7 639.25
(2c) Grants and Contributions	748 620.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	12 620.68
Expenses	-4 718 071.54
Recurrent Expenses	-4 718 071.54
(3a) Employee Related	-4 016 242.43
(3b) Operating Expenses	-701 829.11
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	177 892.54
Balance Carried Forward	819 344.87

Funds have been set aside for specific projects within the Collaroy Plateau Public School Plan for 2017–2019.

Financial summary equity funding

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

School performance

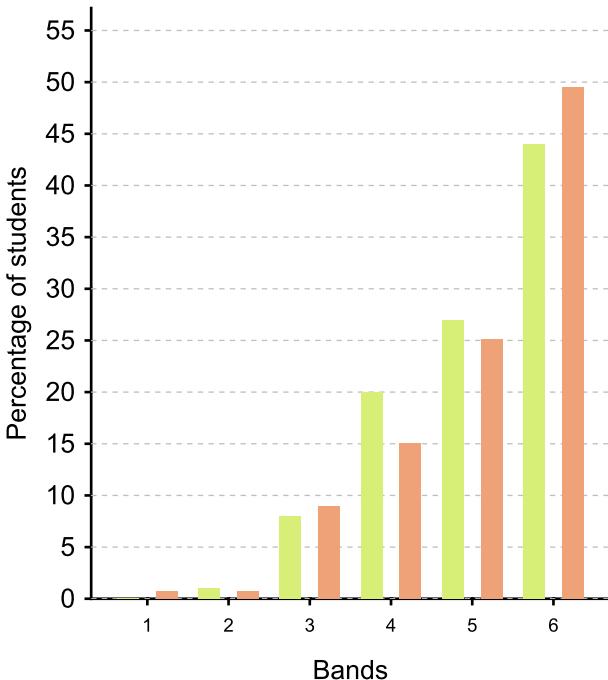
NAPLAN

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.

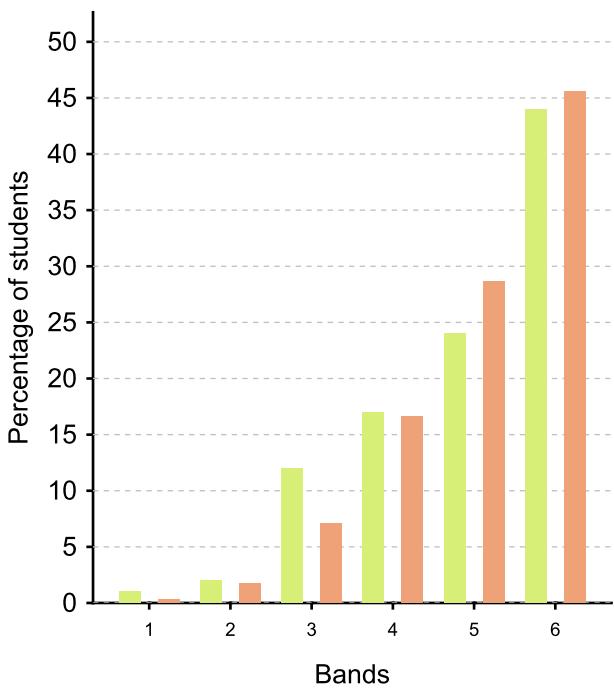
Collaroy Plateau Public School is achieving results well above the state averages in most areas of Literacy. In Year 3, 71% of students achieved Band 5 or 6 in Reading and 68% achieved a Band 5 or 6 in Grammar and Punctuation. In Year 5, 88% of students achieved a Band 6, 7 or 8 in Reading and 81% achieved a Band 6, 7 or 8 in Grammar and Punctuation.

An identified area of focus in 2017 will be Writing.

Percentage in bands:
Year 3 Reading

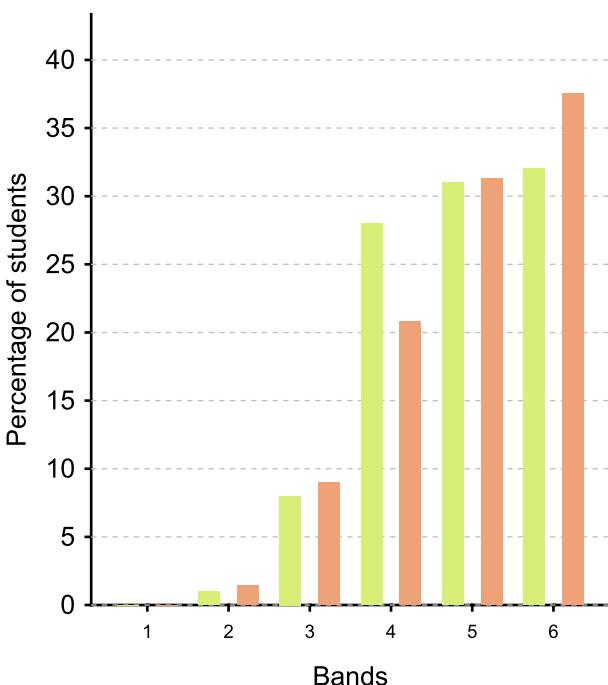


Percentage in bands:
Year 3 Grammar & Punctuation

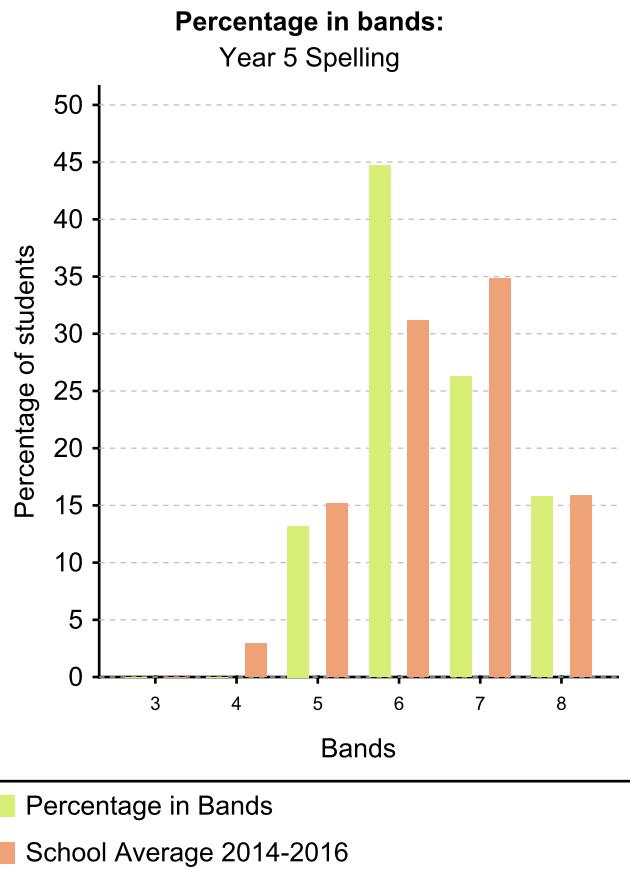
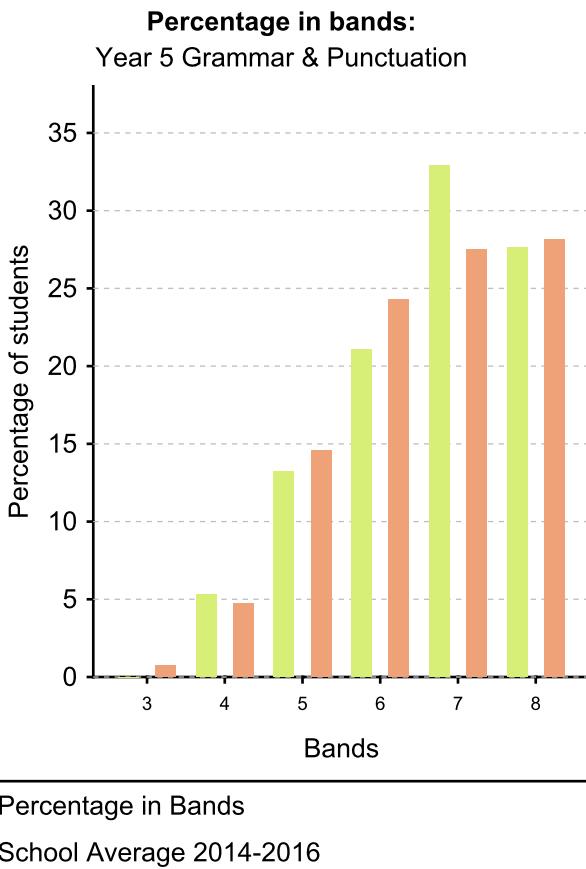
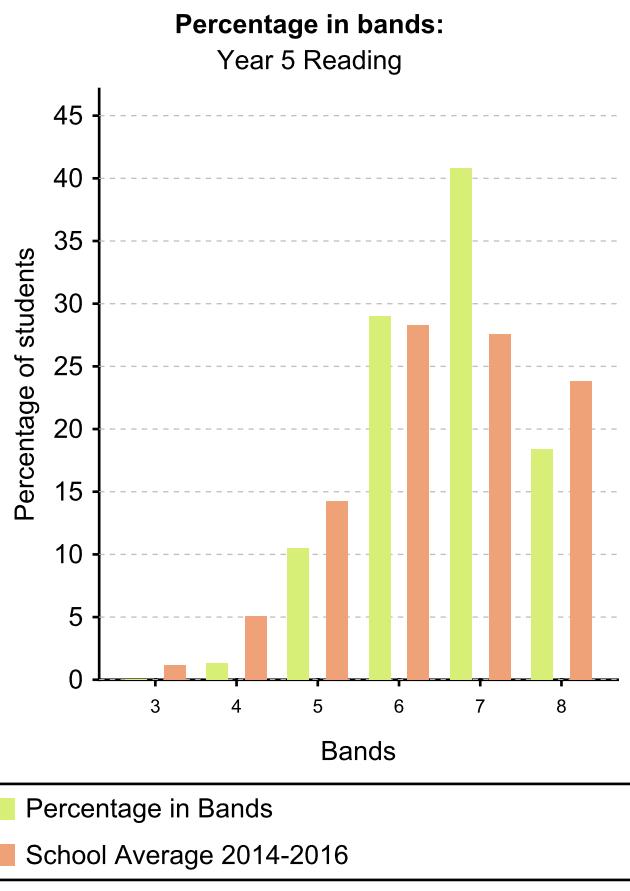
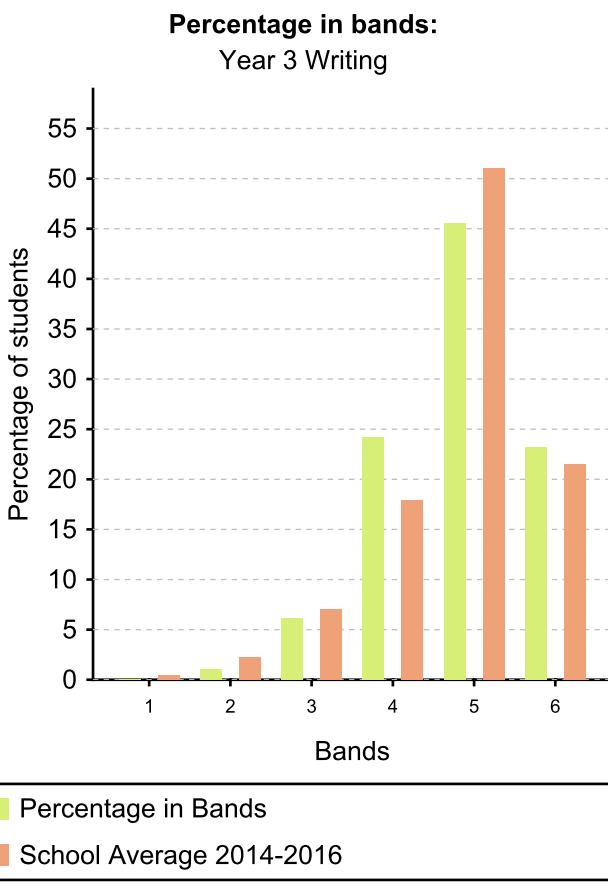


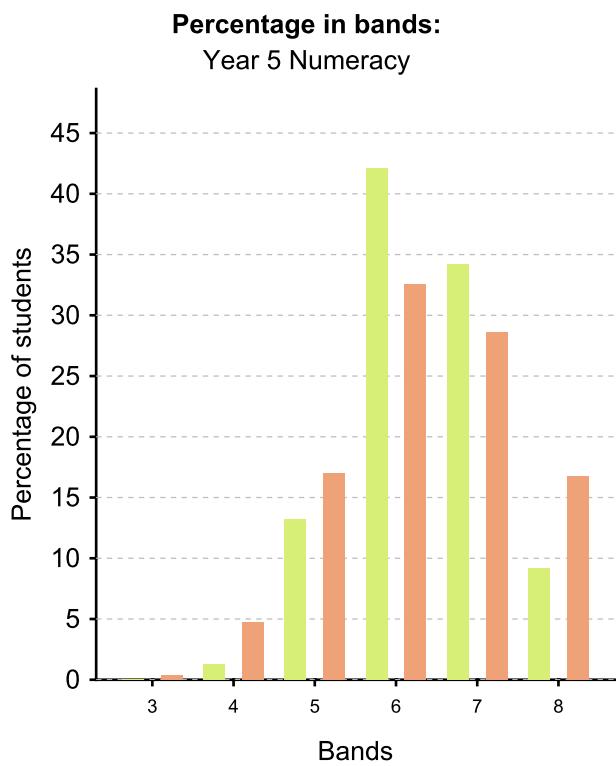
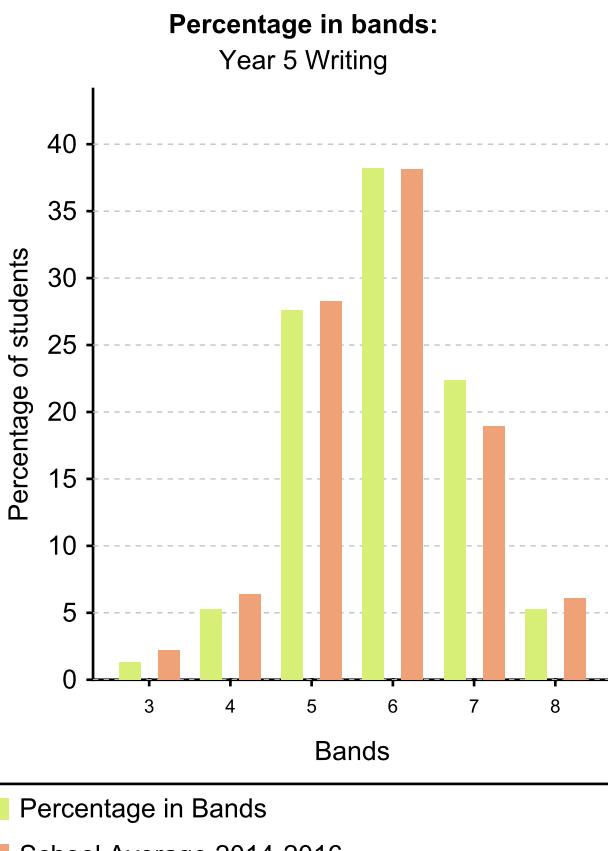
■ Percentage in Bands
■ School Average 2014-2016

Percentage in bands:
Year 3 Spelling

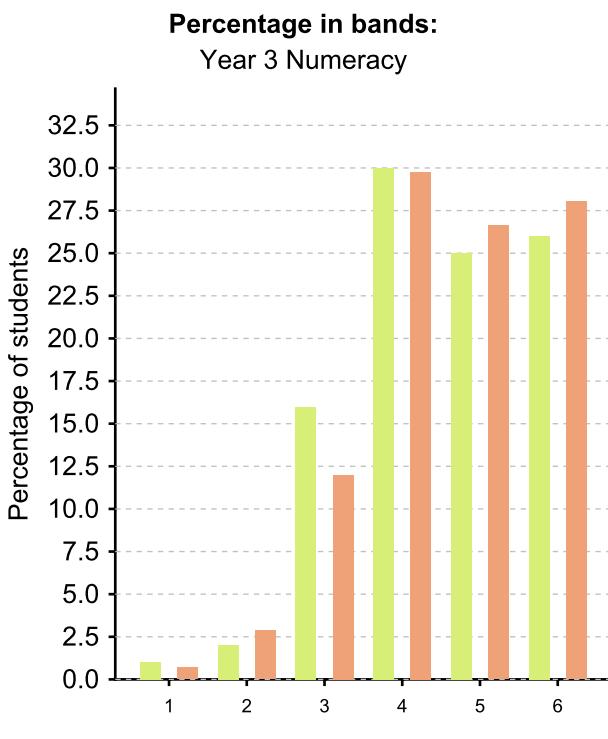


■ Percentage in Bands
■ School Average 2014-2016





Year 3 students performed well in Numeracy with 71% of students achieving a Band 4, 5 or 6. 86% of Year 5 students achieved a Band 6, 7 or 8 in 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 parents, students and staff. In 2016, Collaroy Plateau Public School participated in the Department of Education's online survey Tell Them From Me (TTFM). This online survey helps schools capture the views of students, teachers and parents. The information generated provides principals and school leaders with insight into student engagement and wellbeing and the impact of teaching practices at their school, from the perspectives of students, teachers and parents. This information is valuable and can assist individual schools to identify strategic priorities and monitor progress.

Teachers

96% of teachers at Collaroy Plateau Public School establish clear expectations for classroom behaviour and 92% believe they set high expectations for student learning. 94.4% of teachers believe involvement in professional learning has led to changes in their teaching and how their students learn in their classrooms. 86% of teachers believe they work collaboratively in teams developing common learning activities and 89% feel that assessments developed give them an understanding of where their students are having difficulty. 89% also state they feel they work with parents to overcome problems that interfere with their child's progress.

84.2% of teachers would recommend Collaroy Plateau Public School to others.

Parents

84% of parents feel welcome when they visit the school. 75% of parents feel that they can easily speak with their child's teacher and 77% believe they are well informed about school activities. 80% feel the school's administrative staff are helpful when they have a question or problem. 80% of parents believe that the teachers in the school maintain control of their classes and 87% believe that their children are clear about the school behaviour expectations. 83% believe that their child feels safe at school and 74% believe the school prevents bullying.

Students

89% of students feel valued and accepted by their peers and others at Collaroy Plateau Public School. 87% of students believe that education will benefit them personally and will have a strong bearing on their future. 74% of students felt interested and motivated in their learning and 95% at CPPS tried hard to succeed. 88% of students believe that the teachers emphasise academic skills and hold high expectations for all students to succeed. 72% of students expected to go to university when they finish school.

Policy requirements

Aboriginal education

In 2016, the NAIDOC Week celebrations at Collaroy Plateau Public School were again successful with a variety of wonderful activities and events taking place. CPPS was involved in the PCS (Peninsula Community of Schools) NAIDOC events. Artworks were submitted for the 2016 PCS Art Exhibition hosted by Wheeler Heights Public School which reflected the NAIDOC theme "Through Our Eyes: Our Story of Place". Several students also enjoyed the "Through Our Eyes" sleep over. The whole school enjoyed organised activities and special performances during NAIDOC week.

Teachers at Collaroy Plateau Public School embed Aboriginal Education into many areas of the curriculum.

Multicultural and anti-racism education

Multicultural perspectives are incorporated into classroom programs and supported through targeted initiatives operating across the school. We once again, held a successful Harmony Day with Friendship Classes working on a range of activities to promote diversity and difference.

A number of students participated in the Multicultural Perspectives Speaking Competition (MPSC). Each of these speeches must contain multicultural content which is presented in a balanced manner. Our school was privileged in holding the local MPSC final.

School and workplaces have a trained anti-racism contact officer on staff and are able to provide timely and professional responses to any complaints regarding racism.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity.