

Cessnock East Public School

Annual Report



2017



1543

Introduction

The Annual Report for **2017** is provided to the community of **Cessnock East Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kim Sweeny

Principal

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Message from the Principal

Our school has achieved many milestones in our pursuit for excellence over the last year driven by our core belief of improving students' educational outcomes. Cessnock East Public School is an outstanding example of Public Education where a vibrant staff continually challenge, extend and support our students.

We are living in a world where our future jobs are unknown and our work environments of the future can be global. Through the continued development of REAL (Rigorous Engaging Authentic Learning) our students have been engaged in project based learning, science technology engineering and mathematics projects and learning that involves the design process cycle to help prepare them for their future. Our students have become self assessors and peer assessors of their learning. They have clear criteria to understand what they are achieving as learners and how to improve by knowing what is the next expectation. Our students will continue to develop the strategies of collaboration, communication, creativity and critical thinking while exploring their natural curiosities in the real world.

Cessnock East Public School has been recognised for its academic rigor, its innovative thinking and learning programs and its professional commitment to the pedagogy of immersive classrooms with all classrooms reflective of this passion. During the year we were able to host numerous workshops and open classrooms for many colleagues throughout the region. The greatest impact of this pedagogy has been reflected in the great literacy and numeracy results of our students.

As we conclude the final year of our 2015–2017 School Plan and liaised, negotiated and developed our 2018–2020 School Plan I would like to acknowledge and thank all the efforts of all stakeholders at Cessnock East who ensured we achieved our last 3 strategic directions and have set us on a very exciting path for the next 3 years. This dynamic document lays the foundations for the future directions for Cessnock East. It is a comprehensive future focused document ensuring continual improvement.

Thank you to our school community for your continued support, it is a pleasure leading your school

Kim Sweeny

Principal

School background

School vision statement

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

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

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

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

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

Our vision requires staff and leaders who:

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

School context

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

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 215 students divided into 10 classes. Most classes are multi-grade. 26% of the students identify as Aboriginal. The school is situated within an area where the majority of students come from low socio-economic backgrounds. The school's core values are Respect, Responsibility and Striving for Excellence.

The staff consists of a Principal, 2 Assistant Principals, Instructional leader, 13 teachers, Librarian, 6 School Learning Support Officers, School Administration Manager, School Administration Officer, School Counsellor(1 day per week)and Community Liaison Officer (CLO).

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

In the domain of learning our focus has been curriculum and learning, learning culture and student performance measures. Surveys indicate our parents are understanding and supporting the learning culture at Cessnock East Public School. This has been through the introduction of SeeSaw and parent workshops around the pedagogy as to why the SeeSaw platform is used.

In student performance we are sustaining and growing with an emphasis in 2018 to be around student growth. The school continues to invest in the use of technology in education with the introduction of the innovation space in the school. There is rigorous collation and analysis of evidence based data to improve student outcomes across all year levels. All staff use data to track and monitor individual student achievements.

Teaching

Cessnock East Public School is sustaining and growing in the teaching elements that include effective classroom practice, data skills and use and learning and development. This has been an element of focus of our work during 2015–17.

We have successfully introduced explicit systems for collaboration, professional dialogue, coaching and mentoring and professional learning that is aligned to the school plan. Teachers regularly meet with instructional leaders to review and analyse student progress and achievement data. Our classrooms are organised and well managed so that students can engage in REAL education, with minimal disruptions. Teachers are skilled in explicit teaching techniques to identify learning needs.

Leading

Cessnock East is sustaining and growing in the elements of educational leadership. school planning implementation and reporting, school resources and management practices and processes.

The leadership team model instructional leadership which is focused on continuous improvement of teaching and learning. Staff proactively seek to improve their performance. Performance management and development occurs within a culture of high expectations for every staff member with a clear focus on student progress and achievement.

The school plan and accompanying timelines and milestones clearly outline school priority areas and the processes and resources needed to deliver the plan. We monitor the alignment of resource allocation, professional learning and student data with the plans strategic priorities.

The use of research, evidence based strategies and innovative thinking in designing new plans for our school context is ongoing as we strive for excellence in this area. We want to further embed our instructional leadership practice and be responsive to school community feedback to ensure a positive partnership to support parental engagement.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Raising expectations in Teaching and Learning through quality educational practice

Purpose

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

Overall summary of progress

A focus on meeting the professional needs of teachers to effectively implement quality Literacy and Numeracy programs has been a high priority. Ongoing professional learning for staff has ensured quality literacy and numeracy programs are being implemented across K–6. New staff commenced training in L3, L3 stage 1 and TEN as well as other staff continuing their training and development in these areas. Teachers are working collaboratively sharing teaching practices aimed at engaging students and implementing best teaching practice.

Teachers are continually using data to drive teaching and learning, with a reflection component factored in to ensure students' needs are being met. Staff are continually adapting timetables to make them flexible thus having the greatest impact on student learning.

During 2017 staff underwent training to deepen their understanding around the affect and flexible use of learning spaces to cater for the learning needs of students. This shift in pedagogy has seen the furniture become a tool in student learning. Staff continued their training and development around REAL projects and how to enhance this learning with technology.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">A 10% expected growth improvement from Year 3 to Year 5 in NAPLAN reading with an emphasis of high performing students	Equity funding	<p>Year 3 2017 NAPLAN results continued to show growth in Reading with 50% of students being in proficiency bands.</p> <p>Year 3 Numeracy however showed a decline of students in proficiency bands from 62% in 2016 to 46% in 2017. This is still substantial growth from 14% in 2015.</p> <p>There has been a 5% increase in growth from Year 3 to 5 in reading, expected growth in spelling and above 10% expected growth in grammar and punctuation.</p> <p>Year 5 only showed minimal growth from Year 3 in Numeracy.</p>
<ul style="list-style-type: none">In Early Action for Success and PLAT at least 80% of students will met or exceed expected cluster levels across the continuum	Early Action for Success Equity funding	<p>Early Action for Success and PLAT data results and school based data confirmed that over 85% of our Kindergarten and Year 2 students reached expected outcomes. Our Year 1 students who became our 2017 target due to 2016 results achieved 80% of expected outcomes.</p>

Next Steps

Data indicates that an emphasis on Writing needs to be included in 2018 professional development

Data indicates that an emphasis on Numeracy needs to be included in 2018 professional development

Strategic Direction 2

Building teacher and leader capacity

Purpose

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

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

Overall summary of progress

Executive continued to identify and implement professional learning opportunities with staff that are aligned with school priorities, individual professional learning plans, effective performance and development practices and DoE accountabilities.

We continue to strengthen staff development to maintain a culture that delivers systematic expectations for learning with a focus on learning intentions and success criteria in a 21st century learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff will have a Performance Development Plan that reflects their own professional development as well as being aligned with School Plan.	\$500	Staff continued to develop their Performance and Development plans and devised a professional learning plan. Their goals were linked to the school plan and aligned with Australian Professional Standards for teachers. Several staff members completed proficient level of accreditation and several others began to investigate highly accomplished and lead level.
Whole school professional development plan is current, in use and aligned with staff and school needs to ensure there are improved student outcomes.	\$16000 Professional development funds \$50000 RAM Equity	During 2017 Cessnock East continued to modify and refine their professional development plan to ensure it met the needs from the school plan to continue to improve student outcomes.

Next Steps

- continue to expand and refine teacher performance and development plan goals to ensure they are meeting the needs of individual staff members to ensure they are improving student outcomes
- support non-teaching staff with the development and refinement of their performance and development plans.
- continuous up skilling of staff in REAL project training and development

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Our main priority has been to continually improve the communication between the school and the community with an emphasis on student progress. Continued parent consultation was undertaken in the terms of most relevant channels of communication best suited to their needs. Staff attended professional development to ensure our positive behaviours for learning systems and structures were up to date and data was being analysed in an efficient and effective way.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.	\$5000	<p>The school P&C were highly consulted around opportunities for them to be involved in school life as well as a major focus on the development of our 2018–2020 school plan.</p> <p>Our school community have been involved in our REAL project with many parents offering their professional skills to our projects.</p> <p>The wider community have once again opened their doors to support our students in the knowledge they required to effectively complete their REAL projects.</p>
School data will reflect in an increase in attendance of students.	\$15000 Employment of additional SASS to enter data	School attendance data has continued to increase with a rise from 91% in 2016 to 92.9% in 2017. The school has continue to have strong links with Home School Liaison Officer to ensure our students are being racked effectively.

Next Steps

- continually upskill parents on the effective use of the seesaw app around their child's learning through parent information sessions and ensure all parents wishing to use the app are competent in its features.
- continue to be involved in the Educational Neglect program and increase the involvement of the Home School Liaison Officer.
- conduct parent workshops on the pedagogy behind our 21st century approach to learning to ensure our new families are informed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$86454	<p>All Aboriginal students have an ILP and are making progress across the literacy and numeracy continuums. The school utilized equity funding to employ a part time teacher to support Aboriginal students in their learning as well as Student Learning Support Officer to work in classrooms alongside targeted students requiring additional support.</p> <p>All students were involved in Art Express and Bro speak and Sista speak continued with our Aboriginal students.</p> <p>This year also saw the formation of Jarjums Aboriginal Education Team. A staff member was given release to coordinate and manage meeting with AET.</p>
Low level adjustment for disability	\$22112 Learning and support flexible funding \$101574 Salary Learning and Support teacher	<p>New staff received training in learning adjustments and all staff participated in the National Consistent Collection of data on students with disabilities.</p> <p>Targeted support was provided to individual and groups of students to support their literacy and numeracy needs. Student learning support officers were employed to support students in their learning.</p>
Socio-economic background	\$427370	<p>The school employed additional teaching and support staff to target students identified as not meeting their benchmarks throughout the year.</p> <p>The staff received extensive training and development in Technolgy and Future Focused learning and well as project based learning . Equity funding was used to support Training and Development funds.</p> <p>Financial assistance was given to students requiring support and school excursions were subsidised.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	111	98	115	105
Girls	116	110	114	113

Student attendance profile

School				
Year	2014	2015	2016	2017
K	88.1	92.4	92	94.2
1	89.6	87.6	91.9	92.7
2	91.8	92.6	90.3	93.5
3	85.7	91.5	95	94.1
4	90.1	86.9	90.9	96.3
5	88.1	91	87.5	90.7
6	88.5	86.9	91.7	88.6
All Years	88.8	89.9	91.2	92.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	8.25
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.32
Other Positions	0

*Full Time Equivalent

Currently no staff members at Cessnock East Public School identify as Aboriginal or Torres Strait Islander.

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

It is a school focus to ensure all staff participate in regular and relevant professional learning. Staff professional learning has been designed and delivered to meet the schools three strategic directions and our key initiatives, the priorities the NSW department of Education and the needs of teaching and non teaching staff as identified in the Performance and Development Plans.

A major emphasis was to ensure all K-2 staff were up skilled in L3 and L3 stage 1 and TEN. The school had two staff members trained as 7 Steps of Writing facilitators who went on to train the whole staff in 7 steps of Writing. A significant amount of training and development for all staff involved REAL projects with an emphasis on critiquing and challenged based lessons..

Staff also received an intensive week of technology

training and development with iTeacher with a result of all teaching staff being Apple accredited teachers.

In 2017 several staff members were involved providing professional development in REAL projects to several of our local primary schools as well as presenting their classroom practices at Project NEST.

Professional training mandated by Department of Education occurred within all staff during 2017.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	859,139
Appropriation	815,826
Sale of Goods and Services	9,595
Grants and Contributions	33,358
Gain and Loss	0
Other Revenue	0
Investment Income	361
Expenses	-411,054
Recurrent Expenses	-411,054
Employee Related	-231,132
Operating Expenses	-179,922
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	448,085
Balance Carried Forward	448,085

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,631,881
Base Per Capita	34,997
Base Location	2,543
Other Base	1,594,341
Equity Total	671,989
Equity Aboriginal	86,454
Equity Socio economic	457,843
Equity Language	4,007
Equity Disability	123,685
Targeted Total	104,160
Other Total	174,748
Grand Total	2,582,778

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

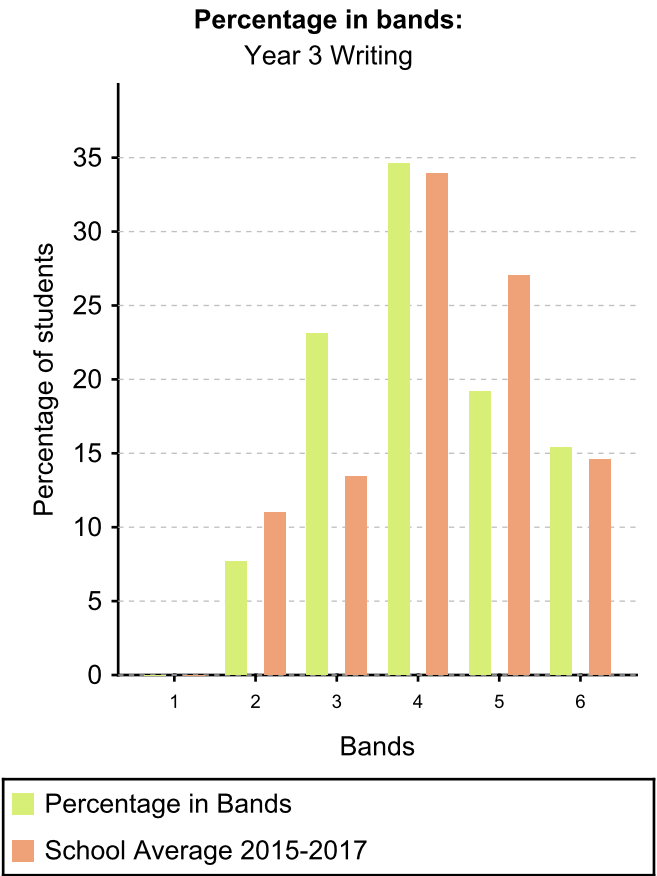
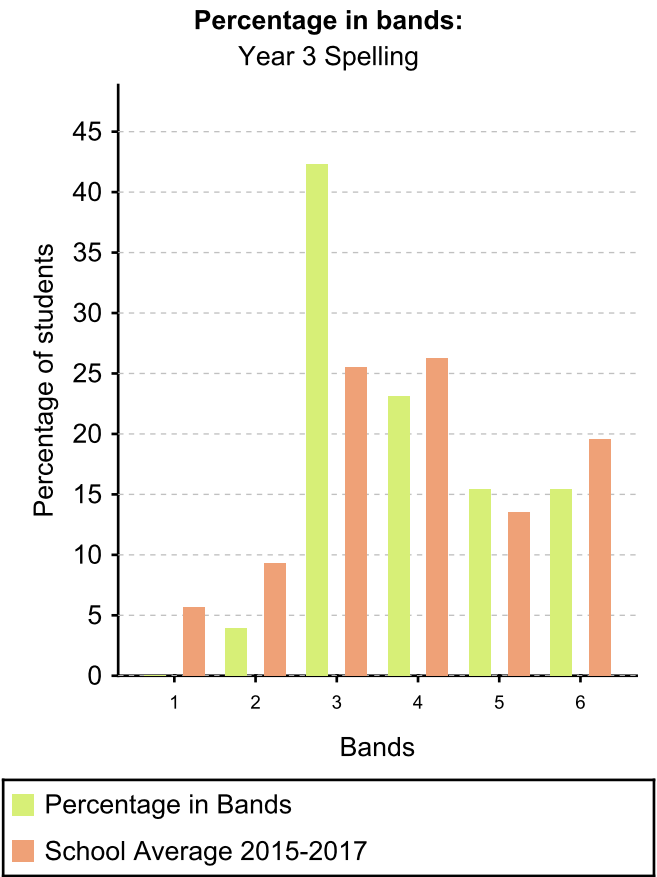
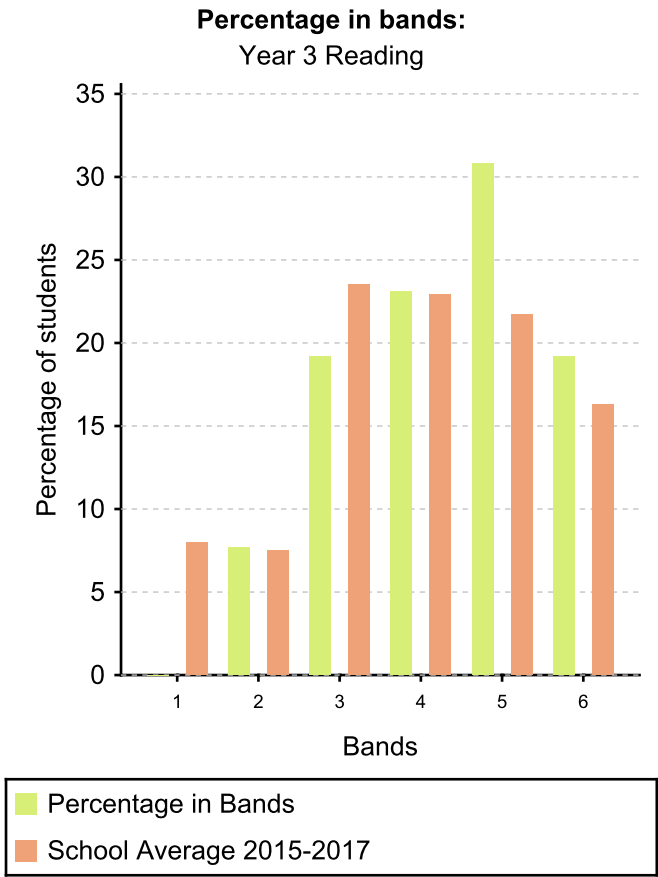
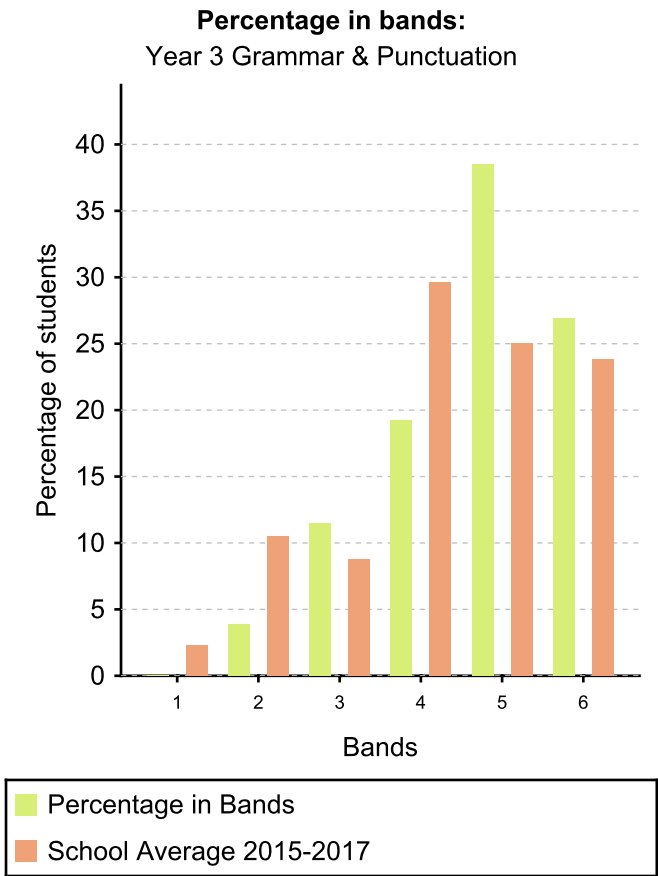
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

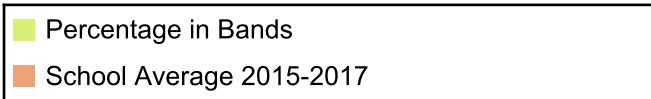
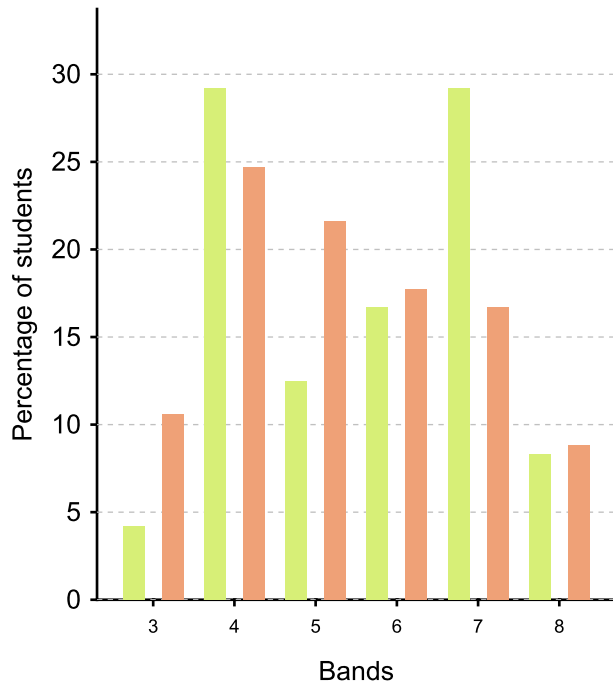
NAPLAN

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

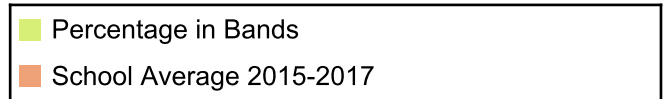
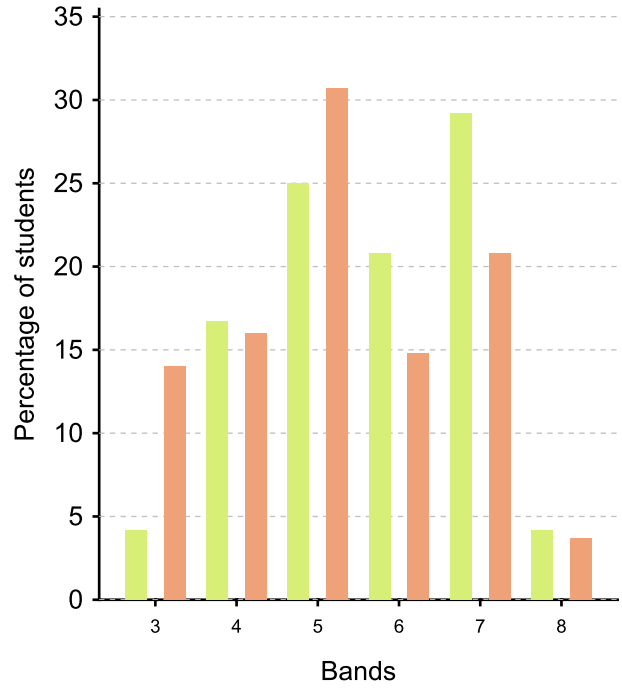
represents increasing levels of skills and understandings demonstrated in these assessments.



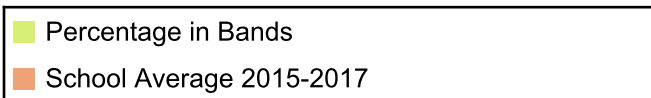
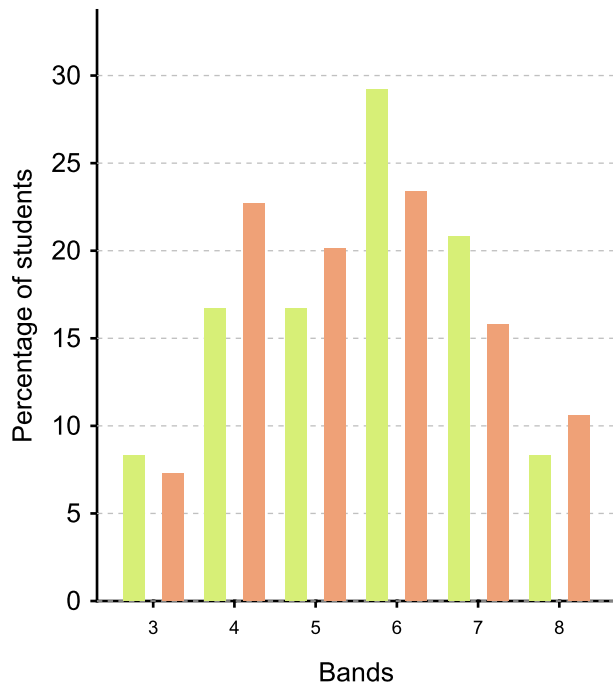
Percentage in bands:
Year 5 Grammar & Punctuation



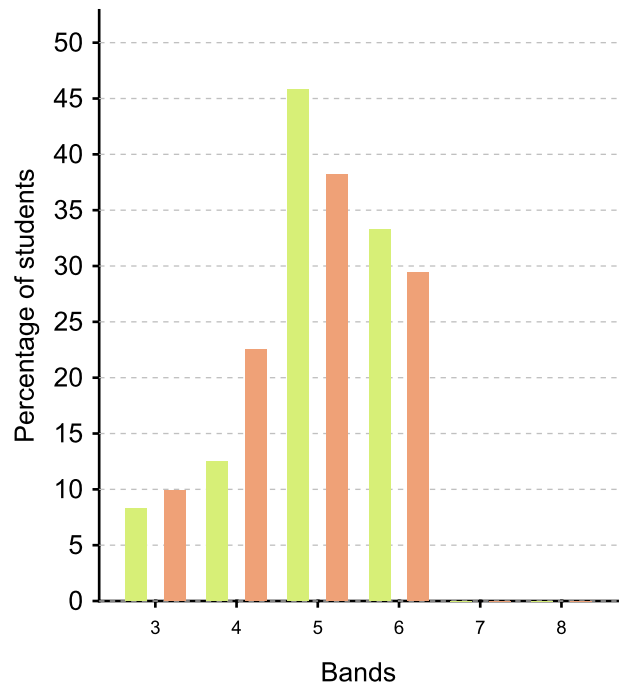
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

The school continues to enjoy open communication with parents and the vast majority of feedback is positive with parents appreciative of the school environment and the inspiration the teachers provide to the students.

During focus groups parents were asked about our future focused learning environments and effects they feel these environments have on this child's learning. The vast majority of parents were extremely positive around the layout of the classrooms and students having choices in their learning. Parents expressed they felt there was a good balance between explicit teaching and projects as their children were thriving in their learning. They expressed how they were pleased with the engagement of their children in their learning as well as gaining real life skills. Children's learning was described as interactive and students came home excited about their learning. Parents also commented on improvement in their child's learning outcomes and how they were becoming risk takers, learning to problem solve and regulate their behaviour.

Students were enthusiastic about their school and commented on teachers being approachable, encouraging, dedicated and it was fun to be in their classrooms. Students also voiced there were a range of opportunities available to them and speak proudly of their school. Student comments:

"What I love most about my school is it is a safe place to make a mistake"

"Our classrooms are amazing and I like being able to choose where and how I work depending on what I am doing."

Teacher survey started 95% of staff are confident in their understanding of the pedagogy behind 21st Century learning. All staff are enthusiastic about their immersive classrooms

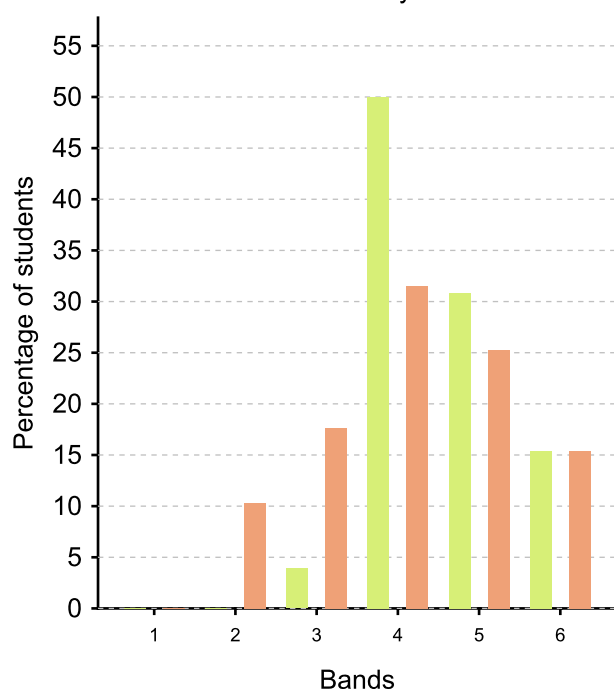
Policy requirements

Aboriginal education

There are 50 Aboriginal students at Cessnock East Public School. All students have personalised learning plans negotiated between the classroom teacher and the child's parents/caregivers, aiming to best meet the needs of individual students. In 2017 our school received \$86,454 Aboriginal background loading as part of our key initiative funding. This was used to employ personnel to support our students. In this role intervention programs were implemented in literacy and numeracy to ensure our students were supported in their learning. Our students were also exposed to weekly Aboriginal cultural lessons through ART Express, supported by our partner High School and partner primary schools

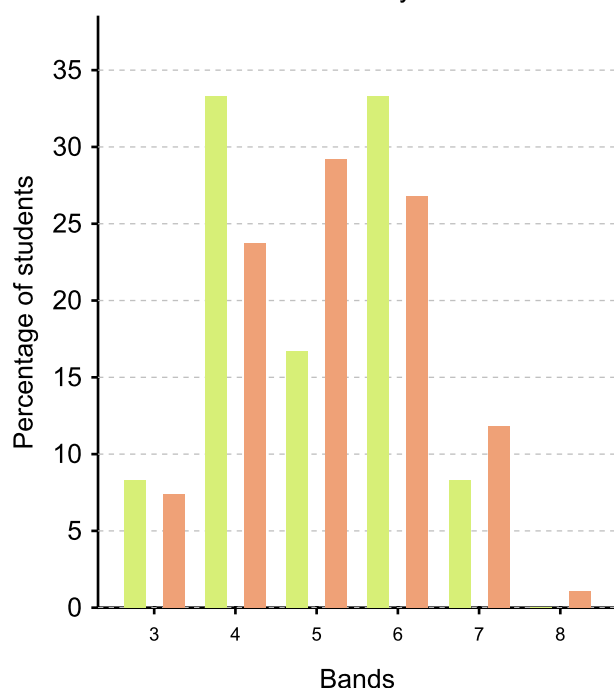
This year saw the introduction of our Jarjums Aboriginal

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Education Team (AET). Our Aboriginal students have displayed pride in themselves and their culture as part of the team and made decisions around showcasing their culture within the school. Our Jarjums executive attended the Junior AECG (Aboriginal Education Consultative Group) and AET networking days this year. Each term one of our local high schools host a whole day event where students learn more about their culture or visit significant Aboriginal sites in the local community. 2017 saw students attending Baimie cave and to the Map site past Laguna.

diverse number of opportunities around future focused learning during 2017. Students had the opportunity to be involved in Robotic club, coding club, tournament to the minds during their lunch break. In class saw additional teaching time on developing their 21st century skills of creativity, collaboration, communication and critical thinking.

During 2017 the school revamped it Positive Behaviours for Learning program to include our deep thinking skills of collaboration, communication, creativity, critical thinking and reflection.

Multicultural and anti-racism education

Equity is one of the values we promote at Cessnock East Public School. The culture programs at our school are responsive and inclusive.

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

Respect, tolerance and empathy are all key elements of social skills programs taught explicitly in all grades and awareness in and interest of other cultures enhance our syllabus. The school actively embraces multicultural activities within the school such as Harmony Day, recognition of diverse cultures in celebrations such as Mother's Day and Father's Day.

Like all Department of Education schools, Cessnock East Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of cultures.

Other school programs

REAL (Rigorous Engaging Authentic Learning) Projects

This year Cessnock East expanded its innovative approach to learning through REAL Projects with the training and development of several local primary schools and presenting at Project NEST. Throughout 2017 several staff have had the opportunity to share our journey and present REAL projects a several venues. The school has also has 6 open days where many staff from a varied number of schools came to observe staff in practice.

Our students were involved in a variety of projects during the year. All stages planned and delivered a number of engaging REAL projects, all with an authentic outcome.

Future Focused Learning

Cessnock East Public School students were given a