

# Cessnock West Public School

## Annual Report



2017



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## Introduction

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

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

Ruth McGlashan

Principal

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## Message from the Principal

Cessnock West Public School has provided quality education to the community since 1920 and is committed to promoting a safe, secure and caring environment conducive to maximising learning outcomes for all students. The buildings and grounds are well maintained and the school is fully air conditioned. The school's culture fosters the value of achievement in all aspects of learning and the pursuit of excellence in personal endeavours. Parents and staff work in partnership. The Parents and Citizens' Association is actively involved in enhancing the total school environment. 2017 has been a year of opportunity as the school was able to engage in a range of initiatives to enrich school experiences for our students and community. We commenced Project Based Learning, allowing students to develop 21st Century skills through REAL (Rigorous, Engaging, Authentic Learning). The Stage 3 projects resulted in our school featuring on Junior Journos, the very successful Space Museum and the development of a memoirs book for people in aged care facilities. The Stage 2 projects resulted in a very successful Endangered Animal Expo with funds being raised to support their charities and the creation of our community garden. We continued to fund Speech Therapy screening for all Kindergarten students and extended screening and speech sessions to identified students in other grades. Through Early Action for Success funding and RAM Socio-Economic funding we were able to provide additional Interventionist support to all students in need. Technology facilities continue to be updated regularly. To supplement technology purchased over the previous 2 years, the school has bought 5 Neopanel and 96 iPads. In 2017 we also released a teacher to upskill staff and students in technology and Future Focused Learning. As part of our commitment to 21st Century Learning and providing engaging learning environments for our students, new furniture was purchased for all Stage 2 classrooms. Active After School continued at the school in 2017, and has proved to be a great success. It is a weekly program funded by our school to provide a healthy afternoon tea and an hour of healthy activity for students and is led by two staff members. Our Breakfast Club also went from strength to strength and now operates 4 days per week thanks to our great community support. In 2018 the Breakfast Club will operate 5 days a week. 2017 also saw the installation of our new PBL signage, the yarny circle and new covered walkways. Another area has also been earmarked for artificial grass and this will hopefully be installed early in 2018. The staff at Cessnock West Public School is experienced and committed to providing a quality curriculum, which is relevant and challenging. The school is well resourced. A playgroup run by Hunter Prelude operates within the school. Congratulations to both staff and students for a year of achievement and improvement. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## Message from the school community

In 2017 Cessnock West P&C had a great year. With the departure of Christine Boyd we have had big shoes to fill but I believe our new committee has done a great job stepping into their roles. It has been wonderful to see many new faces joining the P&C this year, bringing with them fresh ideas. Our fundraising calendar this year consisted of the Easter

raffle, Mothers day & Fathers day stalls and the Cookie Dough fundraiser, which was very successful. Thank you to all the families who volunteered their time to support the school, it's great to see! Our major fundraiser, the Christmas Carols night, this year again proved to be a very successful night. Our raffle with 14 hampers, all donated by families from our school community, was amazing. The chocolate wheel and the support from the local business community was fantastic. It was great to see so many families and friends enjoying the night, but this wouldn't happen without the support of our principal Mrs Ruth McGlashan and our teaching/auxiliary staff bringing the performances and stalls to life. I'd like to again thank everyone who volunteered, helping make it a very successful night, but most of all thank you to our hard working P&C. Nights like this don't just happen without the constant support from all of you. Our canteen has also had another great year introducing new items such as the healthy rissoles burgers and with the special days such as pizza day, Taco Thursday and ice cream days. Thank you Linda and all the wonderful volunteers for looking after our students and teachers. Last, but not least, thank you to our executive committee Lisa Bender, Jillian Preston, Ian Glover, Aimy White and Marissa Floyd for all your hardwork and support throughout the year. Together, the P&C with the support of Mrs McGlashan, staff and the whole school community have raised over \$25000 for the school, \$7000 of which was used to pay for new PBL signage. We look forward to 2018 being bigger and better.

Nicole Newsome

P&C President

### Message from the students

What a fantastic year we have had! We have been honoured and are very proud to have been the School Captains for 2017. During the year with the school leaders behind us, we have undertaken many tasks and responsibilities. Being Prime Minister and Speaker were roles that both of us undertook with pride during School Parliament throughout the year. We have also been given a lot of opportunities to represent our school at things like the School Leaders Breakfast with Jamila Gordon, where she talked to us about her life goals and never giving up. We also went to Newcastle University with the school leaders to attend the Grip Leadership Conference. During Term 3 we went to Canberra. We had the privilege of representing our school, and visiting the eternal flame at the Australian War Memorial, in memory of the soldiers who have fought for us. We also represented and honoured the soldiers at the Anzac march here in Cessnock where we both laid a wreath at the Cessnock memorial. We would like to thank our fellow leaders who have carried out all of their duties very well throughout the year and have helped make 2017 a great success. We have enjoyed our time as School Captains at Cessnock West and it's now time to move onto High School!

Cloe Kidd and Caylan Law.

# School background

## School vision statement

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

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

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

## School context

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

Cessnock West Public School currently has an enrolment of 395 students (280 families), comprising of 16 classes (including the State Opportunity Class). In 2017, 50% (198) of the student population are boys and 50% (197) are girls. 15% (59) of the school population identify as Aboriginal.

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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.

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

The strong performance of the school in creating a positive and productive learning culture and our highly effective Learning and Support Team procedures and processes have been features of our progress. Quality teaching is evident in all learning environments, providing students with engaging and relevant curriculum that addresses the needs of identified student groups. Our introduction to Project Based Learning or REAL (Rigorous, Engaging, Authentic Learning) projects are allowing our students to become good communicators, as well as collaborative, critical and creative thinkers. Evidenced based and innovative teaching programs and practices such as L3, TEN, FOR and tiered interventions address the individual learning needs of students. Our strong commitment to wellbeing is providing an excellent way to ensure students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. Our clearly defined behavioural expectations and our continual

assessment of our PBL procedures and Zones of Regulation help create a positive teaching and learning environment. We have successfully provided for the strong participation and contribution of our Aboriginal community in learning and encourage students to recognise and respect cultural diversity. Our Aboriginal Education Team (AET) take on a strong leadership role in the school. The school excels in providing extra-curricular learning opportunities that will support student learning, development and wellbeing and ensures successful transition for students.

We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of sustaining and growing would be accurate when assessing the School Excellence Framework in the domain of learning.

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

Our strong commitment to strengthening our teaching practice is demonstrated through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs and the continuums and in new syllabuses. Opportunities are provided for teachers to work collaboratively to improve teaching and learning through Stage planning days, the development of intervention plans, weekly TPL sessions and the Quality Teaching rounds. The Quality Teaching Rounds feedback sheet reflects professional standards and curriculum requirements. Our beginning teachers are provided with targeted support through the Quality Teaching Rounds, lesson study, mentoring and TPL to ensure ongoing development and the attainment of their professional learning goals. The school seeks and addresses feedback through the Tell Them from Me (TTFM) survey and school designed surveys. Five weekly cycles are implemented K–2 and ten weekly cycles 3–6 to analyse and review data, monitor student learning progress and identify areas for improvement.

We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of sustaining and growing would be accurate when assessing the School Excellence Framework in the domain of teaching.

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

The consistency and effectiveness of our five weekly monitoring of milestones and the implementation of our three strategic directions throughout the school year has been due to a strong foundation of building leadership capacity across the school. This approach recognises that leadership development is central to the achievement of school excellence. The school leadership team has been successful in developing productive relationships with external providers including universities and community organisations to improve educational opportunities and wellbeing for students. Physical learning spaces are used flexibly across the school to support quality teaching and collaboration. The school has a strong commitment to providing leadership opportunities for our students through the School Parliament, the Moani Aboriginal Education Team, Peer Support and the Student Representative Council. Parents and community members have the opportunity to participate in a wide range of school related activities including the Parent Expo, stage/class excursions, class lunch dates, surveys, PaTCH and our 4 day a week Breakfast Club. Our strong commitment to improving communication between home and school is evident through our school app, school website, the What's On for Parents and the school Facebook page. Opportunities exist for students and the community to provide constructive feedback through the TTFM survey, Education week – Open Day survey and school designed surveys.

We believe that after thorough evaluation of our school environment, processes and practices, an overall rating of excelling would be accurate when assessing the School Excellence Framework in the domain of leading.

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 and enhancing the quality of student learning and engagement.

### Purpose

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

### Overall summary of progress

Our cooperative approach for identifying students requiring intervention has continued and ensures all students are receiving the appropriate support. Teachers K–6 and Instructional Leaders worked together to ensure evidence based teaching practices were implemented to meet the needs of all students. Differentiation is evident in all class programs. The writing focus included the use of rich texts to develop quality talks leading to enriched writing tasks and a continued focus of deep knowledge and understanding of text structures to suit text purpose and audience.

K–6 designed and implemented lesson studies on writing pedagogy. This led to more visible teaching and learning practices including clear learning intentions, success criteria and feedback. Modelled and guided writing practices are more evident in classrooms K–6.

Numeracy assessments were reviewed and refined and SENA is used consistently K–6 to track and monitor student numeracy development.

### 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"> <li>To track the percentage of all students and Aboriginal students in Years 3, 5 &amp; 7 achieving equal to or greater than expected growth in literacy and numeracy.</li> </ul>	<p><b>Socio–Economic Funding</b></p> <p>\$473 264</p> <p><b>EaFS Instructional Leader</b></p> <p>\$ 186465</p> <p><b>Aboriginal Funding</b></p> <p>PLPs: \$1451</p> <p><b>QTSS</b></p> <p>\$29 761 –Stage planning/data days</p>	<p>57 Year 5 students were matched to their Year 3 results in reading. 93% of students achieved growth with 47% achieving equal to or greater than expected growth. 9 Year 5 Aboriginal students were matched to their Year 3 results in reading. 87% of students achieved growth with 33% achieving equal to or greater than expected growth.</p> <p>69 Year 7 students were matched to their Year 5 results in reading. 81% of students achieved growth with 49% achieving equal to or greater than expected growth. 11 Year 7 Aboriginal students were matched to their Year 5 results in reading. 82% of students achieved growth with 46% achieving equal to or greater than expected growth.</p> <p>56 Year 5 students were matched to their Year 3 results in numeracy. 98% of students achieved growth with 64% achieving equal to or greater than expected growth. 9 Year 5 Aboriginal students were matched to their Year 3 results in numeracy. 100% of students achieved growth with 56% achieving equal to or greater than expected growth.</p> <p>67 Year 7 students were matched to their Year 5 results in numeracy. 94% of students achieved growth with 61% achieving equal to or greater than expected growth. 11 Year 7 Aboriginal students were matched to their Year 5 results in numeracy. 91% students achieved growth with 64% achieving equal to or greater than expected growth.</p>
<ul style="list-style-type: none"> <li>To increase the percentage of all students and Aboriginal students in the top two NAPLAN</li> </ul>	<p><b>As above</b></p> <p><b>Aboriginal Equity Funding</b></p>	<p><b>Year 3</b> In 2016 21% of all students and 8% of Aboriginal students achieved proficiency in reading. In 2017 27% of all students and 20% of Aboriginal</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
bands for reading and numeracy by 5% per year.	Staffing \$36 669	<p>students achieved proficiency in reading.</p> <p><b>Year 5</b> In 2016 30% of all students and 33% of Aboriginal students achieved proficiency in reading. In 2017 32% of all students and 33% of Aboriginal students achieved proficiency in reading.</p> <p><b>Year 7</b> In 2016 12% of all students and 20% of Aboriginal students achieved proficiency in reading. In 2017 14% of all students and 9% of Aboriginal students achieved proficiency in reading.</p> <p><b>Year 3</b> In 2016 13% of all students and 8% of Aboriginal students achieved proficiency in numeracy . In 2017 14% of all students and 30% of Aboriginal students achieved proficiency in numeracy.</p> <p><b>Year 5</b> In 2016 17% of all students and 11% of Aboriginal students achieved proficiency in numeracy. In 2017 13% of all students and 11% of Aboriginal students achieved proficiency in numeracy.</p> <p><b>Year 7</b> In 2016 12% of all students and 17% of Aboriginal students achieved proficiency in numeracy. In 2017 14% of all students and 8% of Aboriginal students achieved proficiency in numeracy.</p>

## Next Steps

Continued professional development on the impact of quality feedback to students in literacy and numeracy lessons. Professional learning will focus on the new Learning Progressions and PLAN 2. More frequent data talks to monitor and plan for at risk students. Development of quality assessments with clearly outlined outcomes and achievements easily graded A–E. To continue with Future Focused, REAL (Rigorous, Engaging, Authentic Learning) projects and Challenged Based learning (CBL) to engage students in meaningful learning experiences. The coordinated approach for the identification of at risk students will continue.



## Strategic Direction 2

Fostering quality teaching and leadership

### Purpose

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

### Overall summary of progress

Lesson study practice was initiated in 2017 as a professional development model to increase awareness of effective writing pedagogy. Teachers new to a stage or the school, were trained in Targeting Early Numeracy (TEN), Language Literacy and Learning (L3) and Focus on Reading (FOR). All teachers' professional goals were aligned more closely to the school plan. Beginning teachers were supported by their mentor/supervisors and all teachers requiring or maintaining accreditation were successful. The School Excellence Framework Version 1 and 2 was used extensively and collaboratively to evaluate school practices and drive our 2018–2020 School Plan.

### 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"><li>All K–2 teachers trained in L3 and TEN and it is evident in their program and classroom practice.</li></ul>	<b>Beginning Teacher</b> \$17 513  <b>Socio Economic Funding</b>  <b>Early Action for Success Funding</b>  As per Strategic Direction 1  <b>Literacy and Numeracy Funding</b>  \$4720	All teachers K–4 are trained in TEN.  All teachers K–2 have completed or commenced training or completed their OPL year in L3.  All teachers K–2 explicitly program and incorporate L3 and TEN into daily practice.
<ul style="list-style-type: none"><li>3–6 teachers are trained in Focus on Reading and it is evident in their program and classroom practice</li></ul>	<b>Literacy and Numeracy Funding</b>  As above  <b>QTSS Funding</b>  As per strategic direction 1	All 3–6 teachers have completed Focus on Reading (FOR) training and strategies and activities are evident in all 3–6 programs and classroom practice.

### Next Steps

Continued use of quality teaching rounds and lesson study as a professional development model to improve pedagogy. Teacher Professional Learning will continue to be responsive to teacher and school needs. Future Focused Learning teacher will support and mentor staff in the implementation of 21st Century learning skills.



## Strategic Direction 3

### Enhancing community engagement and participation

#### Purpose

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

#### Overall summary of progress

Positive Behaviour for Learning and Zones of Regulation continued to be a focus in classroom teaching and behaviour management practices. Staff are using a more consistent approach to behaviour management. Our award systems were refined with a general improvement in student wellbeing. Lego, coding club, SRC activities, Friends of the Environment (FOE), Infants' soccer, vocal group, guitar group, art club, dance and netball were introduced as additional lunchtime activities throughout the year. Learning and Support team procedures have continued to ensure students with high support needs were identified early to address their learning needs. Staff and student 21st Century skills were enhanced through team teaching with the Future Focused learning teacher and professional development on Project Based Learning with Carl Jarvis from EOS Education. This led to increased student engagement and stronger relationships with the community. Community participation in school based events increased in 2017. This was evident with our EXPO, Breakfast Club, Space Museum, Animal Expo and the opening of our Community Garden. This year we continued with Speech Therapy and introduced Occupational Therapy. Our Stage 3 students participated in the Children's University program. The Leap into Learning program has continued to support transition to Kindergarten and the Hunter Prelude playgroup was available to the general community every Monday morning. Aboriginal cultural activities and student leadership opportunities continued to be a strong focus in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All students and Aboriginal student behaviour referrals and suspensions are reduced by 5%.	<b>Aboriginal Background Funding</b>  Staffing as per Strategic direction 1  \$12 365	The number of suspensions increased in 2017, however they represented only 4% of the student population. The number of suspensions for our Aboriginal students remained the same, but represented only 9% of our Aboriginal Students. The number of detentions in 2017 decreased and represented only 10% of the student population. The number of detentions for our Aboriginal students also decreased and represented only 9% of our Aboriginal Students.
• All students and Aboriginal student attendance equivalent or above state average.	<b>Aboriginal Background Funding</b>  As Above and Strategic direction 1	School attendance rate was 91.5% and State was 93.9% Aboriginal student attendance rate was 87% and state was 93.9%

#### Next Steps

Continue refining our PBL processes to ensure consistent implementation across the school. Staff will participate in professional learning addressing trauma in students. New communication processes will include Schoolzine for the newsletter and Schoolzine App for daily notices. Seesaw will be introduced for staff and students to connect with parents on a more informal and regular basis. Breakfast Club will operate 5 days per week. Regular opportunities for parents to provide feedback and work in partnership with the school will continue to be a focus.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$50 484	<p>All Aboriginal students have Personalised Learning Plans (PLPs) and are making progress across the literacy and numeracy continuums. Cultural significance and personal goals are included in all PLPs. Stage 3 and Stage 2 students are using MGoals to record their PLPs.</p> <p>Cessnock West PS employs a Community Liaison Officer, 4 days per week. The CLO's role is to provide a link between home and school. As a proud Wailwan person, the CLO also acts as the school's Aboriginal contact person to improve Aboriginal families' school involvement and student outcomes, through cultural connections. Our MOANI Aboriginal Education Team meet regularly and are very proactive within the school and parliament. Sista and Bro speak was introduced and Sista speak will continue in 2018.</p>
<b>Low level adjustment for disability</b>	Staffing: \$101 574 Flexible funding: \$51 202	<p>Students requiring learning adjustments and who tracked through NCCD are catered for by their class teacher and additional support/case management from the LaST. 11 students were referred to learning support team in 2017. 14 students received approximately 6 hr per week of SLSO support through flexible funding due to a diagnosis which didn't attract integration funding. 11 students received integration funding support. 9 students received RSSSP funding. 1 student receive OOHF funding.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$29 761 staffing	<p>Stage planning days were conducted for supervisors and teachers to look at data, evaluate programs and plan professional learning for each term.</p>
<b>Socio-economic background</b>	\$473 264	<p>Member of executive released to facilitate and monitor professional learning needs of staff and build capacity within staff. Students identified for additional numeracy support from a numeracy interventionist and Year 3 teachers trained in TEN. Tiered support plans were established for identified 3–6 students utilising 3–6 writing interventionist.</p> <p>PBL Principal's morning teas were held to promote positive behaviour.</p> <p>New iPads and notebooks were purchased to support the school focus REAL projects and future focused learning through technology. One teacher was released to team teach with classroom teachers to upskill both staff and students in future focused skills and technology.</p> <p>Furniture purchased to allow for flexible learning styles and collaborative learning.</p>
<b>Support for beginning teachers</b>	\$17 513	<p>Beginning teachers attended L3 and TEN training. They worked with a mentor utilising planning and support time to meet professional learning needs and accreditation</p>

<b>Support for beginning teachers</b>	\$17 513	requirements.
<b>Professional learning</b>	\$26 917	Professional Learning funds were used for casual teacher salaries and course fees which included, the ACER conference, CPR and practical anaphylaxis, mental health in schools, project based and future focused learning and iPlay workshops.
<b>Norta Norta</b>		The school did not receive Norta Norta funding in 2017 but used Aboriginal Background funding to support student learning.
<b>Community Engagement</b>	\$2564.64	Community engagement funds have been used to improve communication between the home and school and connecting home and school. In 2017, we held a very successful Parent Expo to showcase school programs, renewed our subscription to Parenting Plus and the school website, held Mother's and Father's day BBQs, Grandparents day and trained parents in PaTCH (Parents as Teachers and Classroom Helpers).
<b>literacy and numeracy</b>	\$4720	Literacy and numeracy funds were used to train all Year 3 teachers in TEN. One staff member was trained as a Focus on Reading trainer.
<b>Early Action for Success</b>	\$186 465 staffing	<ul style="list-style-type: none"> <li>• K–3 students monitored at five weekly intervals for reading, comprehension, writing, forward/backward number counting, numeral identification, early arithmetical strategies, pattern and number structure and place value.</li> <li>• K–6 using quality assessments eg running records, SENA, Waddington's diagnostic spelling and reading tests to track student progress in literacy and numeracy.</li> <li>• K–6 Lesson Study on writing has resulted in an increase in effective writing pedagogy in classrooms including modelling, guiding, providing clear learning intentions, success criteria and feedback using exemplars and non-exemplars and rubrics.</li> <li>• More classes using data walls to provide feedback and set goals with students.</li> <li>• Data showing steady improvements in the percentage of K–2 students achieving benchmarks in comprehension, writing and early arithmetical strategies.</li> <li>• Significant shift in the number of K– 3 students achieving reading, writing, comprehension benchmarks, numeral identification and place value targets.</li> </ul> <p>2017 achieved benchmarks</p> <p><b>Kindergarten</b></p> <p>Reading (PM 9+) 44%</p> <p>(PM6+) 86%</p>

Early Action for Success	\$186 465 staffing	<p>Writing 42%</p> <p>Comprehension 37%</p> <p>Early Arithmetical Strategies 96%</p> <p><b>Year 1</b></p> <p>Reading 79%</p> <p>Writing 67%</p> <p>Comprehension 78%</p> <p>Early Arithmetical Strategies 86%</p> <p><b>Year 2</b></p> <p>Reading 84%</p> <p>Writing 31%</p> <p>Comprehension 87%</p> <p>Early Arithmetical Strategies 50%</p> <p><b>Year 3</b></p> <p>Reading 92%</p> <p>Writing 36%</p> <p>Comprehension 84%</p> <p>Early Arithmetical Strategies 45%</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	164	171	191	200
Girls	205	200	202	210

Student enrolments remained relatively constant throughout the year. As outlined in the table above, the total school numbers have again increased in 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.6	94.5	91.6	91.7
1	93.1	90.4	94.9	90.2
2	94.9	93	89.2	93.8
3	94.7	94.2	92.9	89.3
4	94.5	92	93.5	91.2
5	95	93.6	92.4	92.6
6	94.5	93.8	92.8	91.5
All Years	93.8	93	92.5	91.5
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

Although there has been a slight drop in attendance in 2017 and Cessnock West PS is below the state average of 93.90%, attendance has continued to be an area for improvement throughout 2017, particularly in regard to unexplained absences, late arrivals to school and early departures. The school has continued to be involved in the Educational Neglect program, working closely with Government and Non-Government organisations to combat attendance problems. Our Community Liaison Officer (CLO) has worked closely

with the Home School Liaison Officer (HSLO) to monitor students and families with regular poor attendance. General reminders about attendance are published in the school newsletter, on our school facebook page and school app. End of term rewards are issued to the class with the best attendance rate. If attendance is unsatisfactory, parents or carers are contacted. Class attendance rolls are monitored regularly by the Department of Education (DoE) Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.5
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.92
Other Positions	0

\*Full Time Equivalent

The school has 2 EAfS Deputy Principals with FTE of 1.2. There are three Assistants Principals and one Itinerant Assistant Principal. Three staff members identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

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

## Professional learning and teacher accreditation

All teachers and support staff completed the mandatory training in professional areas including Child Protection, Code of Conduct, CPR and Practical Anaphylaxis. All other professional learning activities undertaken by staff were directly related to school improvement targets, and funded through DoE targeted funds, Beginning teacher funding and Early Action for Success (EaFS) funding. All teaching staff participated in five School Development Days throughout the year as well as regular weekly teacher professional learning sessions. Professional learning opportunities were also conducted with partner schools incorporating Future Focused Learning. The range of professional learning undertaken in 2017 included:

- L3 training and L3 OPL training
- Continued Focus on Reading – Years 3–6 teachers
- TEN training – K–4 teachers
- Mental Health in Schools
- Cued Articulation
- Impact of Neglect
- Quality Teaching rounds and Lesson study
- SMART Trauma online modules
- Data Walls and Visible learning
- REAL Learning, Challenged Based Learning and QR codes
- iPlay
- School Excellence Framework Version 2
- Google Classrooms
- Technology

All staff requiring accreditation or maintenance of accreditation were successful.

## iPlay

In Term 3 2017, Cessnock West PS teaching staff embarked on a 12 month professional learning project called iPlay. The aim of iPLAY is to improve the quality of our sport and physical activity programming within the school by increasing physical activity, improving learning and enhancing the overall health of our students. Teachers have begun online training modules and receive mentoring sessions with PE specialists from the University of Newcastle, resulting in the improvement of teachers' knowledge and confidence when teaching school sport and PE lessons. Three staff members have been selected as iPlay leaders and, in collaboration with school executive, will focus on embedding active lifestyles strategies into the school environment as well as supporting parent and

community engagement with the iPlay initiative.

## 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.

Receipts	\$
<b>Balance brought forward</b>	<b>586,715</b>
Global funds	176,643
Tied funds	453,944
School & community sources	45,705
Interest	6,115
Trust receipts	6,386
Canteen	0
<b>Total Receipts</b>	<b>688,793</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	19,495
Excursions	6,450
Extracurricular dissections	16,231
Library	6,201
Training & Development	4,191
Tied Funds Payments	566,475
Short Term Relief	40,720
Administration & Office	50,550
Canteen Payments	0
Utilities	39,619
Maintenance	24,020
Trust Payments	11,325
Capital Programs	27,827
<b>Total Payments</b>	<b>813,102</b>
<b>Balance carried forward</b>	<b>462,405</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,088,193
Appropriation	1,036,489
Sale of Goods and Services	0
Grants and Contributions	51,254
Gain and Loss	0
Other Revenue	0
Investment Income	450
<b>Expenses</b>	-543,127
Recurrent Expenses	-543,127
Employee Related	-296,827
Operating Expenses	-246,300
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	545,066
<b>Balance Carried Forward</b>	545,066

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.

The School's Finance Committee meets on a regular basis to monitor and make decisions based on our financial position. Funds were carried over to employ additional teaching and SASS staff in 2018. Money was also allocated for ground improvements in 2018, as well as the purchase of iPads and furniture for flexible learning spaces. All short term relief money was expended.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,665,718
Base Per Capita	60,061
Base Location	3,212
Other Base	2,602,445
<b>Equity Total</b>	775,826
Equity Aboriginal	72,425
Equity Socio economic	530,310
Equity Language	0
Equity Disability	173,091
<b>Targeted Total</b>	165,850
<b>Other Total</b>	611,605
<b>Grand Total</b>	4,218,999

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.

In 2017, 86% of our Year 3 students were at or above National Minimum standards in reading, 93% in writing, 90% in spelling and 97% in grammar and punctuation. 93% of our Year 5 students achieved growth in reading with 47% achieving at or above expected growth, 89% achieved growth in writing with 59% achieving at or above expected growth, 100% achieved growth in spelling with 63% achieving higher than the state average growth and 82% achieved growth in grammar and punctuation with 32% achieving higher than the state average growth.

In 2017, 92% of Year 3 students achieved at or above National Minimum Standards in numeracy and 98% of our Year 5 students achieved growth in numeracy with

64% achieving at or above expected growth.

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

In 2017, 27% of Year 3 students were in the top two bands in reading and 13% of Year 3 students were in the top two bands in numeracy. 20% of Year 3 Aboriginal students were in the top two bands in reading and 30% of Year 3 Aboriginal students were in the top 2 bands in numeracy. 32% of Year 5 students were in the top two bands in reading and 13% of Year 5 students were in the top two bands in numeracy. 11% of Year 5 Aboriginal students were in the top two bands in reading and 11% of Year 5 Aboriginal students were in the top two bands in numeracy.



## Parent/caregiver, student, teacher satisfaction

In 2017, the school used the Tell Them From Me survey and school designed surveys to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

100% of parents felt Cessnock West Public School was a good school and 98% felt that the school appreciated their involvement in school and classroom activities. 100% of parents felt their child was getting a good education at Cessnock West Public School. 98% of parents felt staff was interested in their child. 97% of parents felt that communication between home and school was good. 100% of parents felt that their child's teacher, the school principal and other leaders in the school were approachable. Parents felt that Cessnock West Public School takes a balanced approach in providing an all-round education and that the school is well equipped. Parents felt that Project Based Learning and our award systems have had a positive impact on their child.

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

84% of students felt happy and safe at Cessnock West

Public School and 90% would recommend it to others. 93% felt they were getting a good education and that their teacher cares about them. 89% of students felt that their literacy skills were improving and 83% felt their numeracy skills were improving. 80% felt they had positive relationships with friends. 94% of students valued school outcomes. 88% of students felt they behave appropriately at school and 90% try hard to succeed in their learning. 83% of students felt learning time is used effectively and what they learn was relevant to everyday life. 92% of students felt good about their culture and 100% felt teachers have a good understanding of their culture. Only 55% of students felt their homework was interesting and 77% felt the homework they do helps them learn.

Areas where students felt we did well were: providing extracurricular activities, excursions, Project Based Learning, Breakfast Club and technology. Areas to improve included student behaviour, homework, the toilets, more grass areas and more sporting activities.

93% of staff felt Cessnock West Public School was a good place to work. 83% felt there were effective communication strategies in place and 83% felt that communication between staff and school leadership is good. 88% of staff felt school leaders know them as a person and care about their wellbeing. 90% of staff are happy with the access to professional learning opportunities and felt that our staff meetings are productive. 83% of staff are happy with the amount of feedback they receive and felt that it helps them to be a better teacher. 86% of staff felt the new Performance Development Framework has helped them expand their teaching and leadership capacity.

Areas where staff felt we did well were: providing extracurricular activities, Future Focused Learning, Student Wellbeing, supportive leadership, open communication, professional development opportunities for staff and innovative teaching practice. Areas to improve included management of student behaviour and less interruptions in class time.



## Policy requirements

### Aboriginal education

This year, staff have continued to build on the Stronger Smarter Meta-Strategies and the connection between Stronger Smarter, Quality Teaching, Positive Behaviour

for Learning (PBL) and the Teaching Standards. Staff have also trained in Stronger, Smarter Jarjums which focuses on 0–8 year old children.

With 73 Aboriginal students at Cessnock West Public School in 2017, all classes continued to implement Aboriginal and Stronger Smarter perspectives across the curriculum to all of our students in years K–6. Personalised Learning Plans were developed in consultation with parents for all Indigenous students through MGoals for Stages 2 & 3 and a personalised proforma for students in K–2.

Cessnock West Public School had 11 Stage 3 students attend the Mount View High School Aboriginal Camp held at the Yarnteen Aboriginal camp at Wollombi. There were students ranging from Year 5 –Year 12 attending the camp over 3 days.

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

Aboriginal students participated in StarStruck in 2017 as part of the Aboriginal dance ensemble which will continue in 2018. A primary Aboriginal Dance group, who performed at the 2017 Kullaburra Awards. This group was extended to infants in Term 4 and will also continue in 2018.

### **Moani Aboriginal Education Team (AET)**

This year, our Moani Aboriginal Education Team (AET) went from strength to strength. Our Aboriginal students are continuing to display pride in themselves and in their culture through their involvement in Moani. All Aboriginal students from Kinder to Year 6 attend our bi-term meetings and contribute their ideas and opinions in a safe and respectful group. Moani executive and aspiring leaders attended the Junior AECG (Aboriginal Education Consultative Group) & AET Networking Day this year. Each term, one of the 4 local high schools hosted a whole day event where students formed connections with other students and to learn more about their culture. Days included visits to the Baimie cave and to the Map site past Laguna.

The Moani AET continued its involvement in school parliament as Minister for Aboriginal Affairs and Shadow Minister for Aboriginal Affairs. This provided the students with the opportunity to share what was happening with the Aboriginal community with the wider school population.

All Aboriginal students voted for four executive members of the AET. They were Tyson Dowler, President; Lex Holding, Vice-President; Jaimee Ward, Secretary and Kyren Winter, Assistant Secretary.

### **MGoals**

Cessnock West Public School continued and increased our use of MGoals for Aboriginal students in

Years 3–6 ([www.mgoals.com.au](http://www.mgoals.com.au)). The purpose of this site is to allow community and schools to connect through the sharing of culture and history. The site is Aboriginal focused, but also provides local settlement history. MGoals also allows for Aboriginal Personalised Learning Plans (PLP's) to be online. This provides each student with ownership and self-direction in terms of their goals, both short and long term.

### **Community Liaison Officer (CLO)**

Cessnock West Public School employs a Community Liaison Officer, 4 days per week. The CLO's role is to provide a link between home and school. A large range of events are organised every year to enable parents to come into our school for different activities including breakfast, lunch dates and days of celebration. As a proud Wailwen person, the CLO also acts as the school's Aboriginal contact person to improve Aboriginal families' school involvement and student outcomes, through cultural connections. The CLO can be found in the Community Room which is open for parents and families to drop in for a chat. The space is also used for parent meetings to provide a more relaxed setting.



### **Multicultural and anti-racism education**

In 2017, 2% of students identified as coming from a language background other than English. An EAL/D (English as an Additional Language/Dialect) teacher was employed in semester 2, 2017 to support a student with transition to school in Australia. Two teachers and the CLO are trained as Anti-Racism Officers. Teaching and Learning programs are designed to be culturally inclusive and develop knowledge and understanding of cultural, linguistic and religious differences.

### **Other school programs**

#### **Reading Recovery**

Reading Recovery is an early literacy intervention program designed for individual students who are identified as "at risk". Lessons are of 30 minutes duration, five days a week. Cessnock West PS was fortunate to gain funding for five students per day in 2017. Twelve children were accepted into the program over the year. Most of these students successfully

completed the program – 7 students ‘discontinued’, 1 transferred to another school, and 4 students were ‘Referred’ for long term support. Most children, had on average, 15 weeks of individual tuition and all made significant improvements in both reading and writing. On average, most children improved their reading by 12 levels, could independently write between 45 and 68 words in a specific time frame and increased the number of sounds that they could accurately hear and record.

With the introduction of Early Action for Success (EaFS), other learning and support programs and L3 in the last few years, the students coming onto the program were entering and exiting at a much higher level than in previous years. The students who were ‘referred on’ for long term support, all achieved improved results and support programs had more data to use for specific support.

Students in Year 2 and 3 who have been on Reading Recovery were monitored and all exhibited gains in both reading and writing with some exceeding grade expectations. NAPLAN results for students previously on the Reading Recovery Program were above National Minimum Standards. All the students who have had support on this program, have made progress in reading and writing skills and confidence.

### **Leap into Learning**

Leap into Learning (LIL) is a transition to school program for all pre-school children who will be attending Cessnock West in 2018. There are 52 children enrolled and only 6 of these children did not attend LIL sessions. The sessions are held every three weeks throughout the year, beginning in Term 1. Prior to each session an invitation depicting the theme of the next session is sent to each child. The children enjoy receiving their invitation and it helps to create some interest and curiosity about events for the following session, as well as serve as a reminder to parents.

The Leap into Learning program provides opportunities for children to experience quality learning and social activities prior to commencing school. It creates a “sense of belonging” and introduces children to the teachers, rules and routines of school. During activity sessions they learn literacy and numeracy skills and take part in action rhymes and songs, stories, craft, technology, gross motor games and activities, cooking, and social development activities. All the children look forward to the “homework” activities and like to share their efforts during the following session. Parents also appreciate their “homework” which provides activities they can practise with their children to develop visual, auditory and kinaesthetic skills in an informal and interesting way.

Leap into Learning gives parents an opportunity to see the school, meet teachers and other parents and become actively involved in their child’s learning. It also gives parents opportunities to observe their children in social and educational activities. The program gives teachers an opportunity to establish relationships with children, parents and family. Leap into Learning sessions help children become familiar with the school

and teachers and they come to school settled, more confident and eager to learn. The STEPS vision screening also provides an additional service free to parents to ensure the children do not have any vision problems.

This year, we had two additional transition days where the children attended school from 9:30 –2:30 to experience a “whole” day at school. The children loved the opportunity to come and spend a day at school and participate in activities and play and meet new friends.

### **Positive Behaviour for Learning (PBL)**

This year the PBL team have been busy refining several of our school wide processes, including our merit award flowchart and our PBL assembly draws in Weeks 3, 6 and 9. This year we have also continued a weekly class draw of our PBL tokens. Throughout the week students receive PBL tokens from their teachers for positive behaviour and put them into the class draw to be drawn out on Friday. The winning student gets to choose from a list of rewards that are consistent across K–6. The most popular reward by far has been the ‘King/Queen for the day’, they absolutely love it!

During Semester 2, the ‘Gotcha’ initiative was introduced which allows teachers to recognise students who have gone above and beyond by demonstrating kindness and respect towards others. There is a winner drawn each week who receives a merit award along with a prize.

Our Zones of Regulation program has been embedded into our PBL lessons throughout 2017. Students have developed a good understanding about their emotions and use a range of tools/strategies to help them self-regulate. Since implementing the program we have seen the positive impact it has had on our students and provided us all with a consistent, whole-school language to use when dealing with the range of emotions. In 2017, the new PBL signage was installed around the school. The PBL team has also been working hard this year on designing visual playground signage to help further embed our school values and expectations. Under our three core values of Respect, Responsibility and Learning, the signage outlines the expectations of each area within the school.

### **Student Representative Council (SRC)**

2017 has been another busy and successful year for the Student Representative Council. Every SRC representative is to be commended for their commitment and effort this year. The SRC have again organised activities in the infants playground each Monday during lunch time. These activities have been very popular with the K–2 children, with lots of them joining in. The SRC have also run the ‘Friendship Bus’ once a week in the primary playground. Many of our students enjoy coming and participating in quiet activities or sporting games in a friendly atmosphere. The SRC have done a wonderful job raising money for a variety of organisations and causes this year including, ‘Beanie Day’ and ‘Onsie Day’ for Type One Diabetes. We also held a Blue Day for a local organisation ‘Strive Foundation’ to raise awareness of

Autism. The students raised over \$800. Next year, the SRC look forward to new fundraising opportunities and to continuing the wonderful programs they already have in place.

### **Breakfast Club**

Our Cessnock West Public School Breakfast Club has now been running for just over a year. We have 8 parent volunteers and 7 staff helpers, with many teachers also helping out once or twice a term. The club is funded and supported by the Red Cross who generously give us all our food and resources. The club opens each Monday, Tuesday, Wednesday and Thursday from 8–9 am in the old canteen, and is run by parent and staff volunteers. All students are welcome. In Term 3 we had a visitor from Bloomfield's Colliery (our sponsor) who commented on how well behaved, friendly and happy the students were. Our Breakfast Club currently offers Sanitarium cereal, toast with spreads or baked beans/spaghetti, fresh fruit, milo/fruit smoothies/milk. Our fresh fruit is provided by Wollombi Providore and our bread from Baker's Delight. We will soon have a stove installed so that we can use our school chickens (Tilly and Pip's) eggs to make scrambled eggs. The Breakfast Club environment is friendly, encouraging and provides connections in a safe place. We look forward to a long, successful future for our Cessnock West PS Breakfast Club. Thank you to all staff and parents who have volunteered throughout 2017. The Breakfast Club will operate 5 days a week in 2018.

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

F.O.E or Friends of the Environment is an active and fun group of primary students committed to growing vegetables, ornamental plants, composting, worm farming, seed raising and caring for our school environment. The group meets every Tuesday lunch time and projects can include making compost, weeding and planting in garden beds, watering gardens, painting garden beds, creating outdoor art and cooking with our fresh produce from the garden. This year we have worked on a bottle top mural which is now on the wall in the downstairs of Block A. Students have spent hours putting this together using coloured drink bottle lids and ripped up magazine pictures. Other projects have included making spinach and feta gozlemes from spinach grown in our garden, growing flowers, providing fresh food for our chickens 'Tilly' and 'Pip' and planting a native garden. The Cessnock City Council donated lots of native trees and bushes for us. Our plans for 2018 are to grow more vegies that are liked by students and to use these in a range of cooking activities in order to promote healthy eating and growing your own food.

### **Primary Dance Group**

This year the Cessnock West Primary dance group with the addition of an Aboriginal dance group have once again successfully participated in Star Struck. Both groups worked extremely hard to practise and perform their dances in front of hundreds of people. Star Struck also gave the students an opportunity to work collaboratively with students from other schools and get

a feel for what it is like to be a part of a large-scale production. As well as performing at Star Struck, both groups have performed at other special events such as school assemblies and Carols by Candlelight. The Aboriginal dance group, Unteliko Killibinbin, was also given the honour of performing at the annual Kullaburra awards in front of many Aboriginal students, parents, teachers and community members. All members of the primary and Aboriginal dance groups should be extremely proud of their achievements and the way in which they represented Cessnock West Public School. Well done! We look forward to once again being part of Star Struck next year and continuing our dance endeavours.

### **Junior Dance Group**

In 2017 the Cessnock West Public School's Junior Dance Group were provided with lots of opportunities to showcase their routines to the community. Throughout the year the students in the Junior Dance Group performed at The Education Week Awards at Mount View High School, Cessnock Masonic Retirement Village, Jacaranda Grove Hostel and Cessnock West Public School's Presentation Day. The students involved rehearsed enthusiastically several times a week and should be proud of their achievements.

### **Future Focused Learning**

In 2017 Cessnock West Public School students were given additional future focused learning lessons throughout the year. Using their 21st Century Skills of collaboration, creativity, critical thinking and communication, students worked towards creating clever projects. From coding in Kindergarten, stop motion videos in Stage 1, augmented reality in Stage 2 and app mashing with green screen technology and robotics in Stage 3. Our students showed that their computational thinking is second to none. Representing our school were 2 teams of robotics engineers who programmed a robot to complete complex tasks in the worldwide Lego robotics competition. There they showcased the technical and collaborative skills they have learned during the year. Cessnock West PS was very successful and took out the "best programming" award on the day.

### **REAL (Rigorous, Engaging, Authentic, Learning)**

This year, strong relationships have been forged between Cessnock West Public School (CWPS) and EOS Education in the United Kingdom to deliver a new and innovative REAL approach to teaching and learning. Learning through REAL projects aims to unlock student engagement and stimulate curiosity, providing deeper thinking and a passion for learning.

Stage 2 and 3 have been the driving force behind this new approach at Cessnock West PS. Both stages have planned and created a number of engaging REAL projects, all with an authentic outcome.

Stage 2 have collaboratively worked on two exciting projects in 2017 to answer the essential questions 'Extinction: Can we stop it?' and 'Can a fresh space bring a community together?' From the first day of each

launch, students showed curiosity, inquisitiveness, motivation, engagement and enthusiasm in this student-driven approach to learning. The outcomes of each task were real-life experiences catering to the needs of authentic audiences and allowed opportunities for students to have choice in the way they achieved their goals. Students have surprised us with their creativity, teamwork skills and critical thinking methods and their hard work has led to many showcases of innovative presentations of their work beyond the school community. Throughout the year, students have developed electronic information reports using Aurasama technology, created information report E-books, researched and prepared posters about dinosaurs, raised money for Australian charities, promoted and hosted fundraising events such as a Crazy Hair & Silly Sock Day and a 50c Trash and Treasure Sale shop which was open to the general public, created a recipe book, plant profile book and completed a mailbox flyer drop to promote our community garden. Partnerships have been made locally with The Cessnock Men's Shed, The Cessnock Lions Club and The Cessnock Advertiser during the construction and unveiling of our community garden and nationally when students raised funds for endangered species charities. These projects have captured the needs of students learning to work together, solve problems, share ideas and developed their abilities in effective communication to accomplish outcomes. Students in Stage 2 have enjoyed having a 'real' purpose to their learning and are inspired and encouraged by their peers in this hands-on and motivating approach to achieving education in the students of our future.

Stage 3 started their journey with the essential question of 'What is really out there?' Their project based on space and the mystery surrounding how much do we actually know about it, started from there. The 'hook' of the project included a space ship landing of burnt metal and debris left in the playground for students to ponder what had happened and could a real space crash happen in Cessnock? This even caught the interest of the the local NBN News Crew, who visited to film a story for their Junior Journos program, as well as the local newspaper, The Cessnock Advertiser.

Curiosity started to develop from here. Students began by researching an area of space that interested them and topics included 'How does a human live on the ISS?', 'Are aliens real?', 'Is Roswell a conspiracy theory?' and 'What is the history of UFO sightings?' After researching and gathering multiple channels of information, students created a space artefact for the official Stage 3 space museum. This gave each group the opportunity to recreate an event from history in the form of a museum item. Examples included, a documentary video of UFO sightings, diorama of the solar system and a real robot being coded to showcase the capabilities of the Mars Rover. Many members of the public attended the museum and it was a valuable way for students to showcase their learning and share their knowledge with a broader audience. Students thoroughly enjoyed this hands on approach to learning.

## **Children's University**

During 2017 Cessnock West Public School Stage 3 students were invited to join children across the Hunter and Central Coast to be a part of an exciting new education program called Children's University. The concept of Children's University (CU) is to award different levels of certification to students for learning that occurs out of classroom hours: before school, during lunch, after school and at events that are scheduled in the school holidays. Children's University helps to develop social skills and strengthen student's aspirations and awareness of opportunities in their future, outside the normal school curriculum.

The Children's University Graduation ceremony was held in the Great Hall at the University of Newcastle and 15 of our Stage 3 students graduated. This program will continue in 2018 and will be extended to Stage 2 as well.

## **NSW Premier's Spelling Bee**

The Premier's Spelling Bee competition encourages primary school students in Years 3–6 to develop their spelling skills in a fun and educational way. Students in Years 1 to 6 participated in Stage level competitions within the school. The Stage 1 competition is modified and prepares them for the Stage 2 and Stage 3 competitions. A winner and runner-up is declared at each year level, as well as an overall winner for each Stage. Students in Years 3–6 compete against other members in their stage to represent the school at the regional finals. The students all represented our school with pride and gave a fantastic effort.

## **Public Speaking**

Every student K–6 regularly participates in learning and practising the skills associated with public speaking. In 2017, Cessnock West Public School held a Public Speaking Competition in each semester for all students. Each student was required to prepare, rehearse and deliver an engaging speech to their class before each competition. Two speakers from each class were then selected to compete at stage level at school in front of a wider audience. A trophy was awarded to each stage winner and certificates were awarded to a runner-up, two highly commended students and all other participants. The Semester 1 winners and runner ups from each stage went on to represent the school at the Hunter Inter-Schools Public Speaking Competition.

## **Playground Radio**

Cessnock West Public School playground radio continued to operate Monday, Wednesday and Friday each week under the guidance of Mrs Harcombe, Mrs Peachy and Miss Guilmartin. Mentors and radio helpers offer a range of music for the general school population to become involved in. Regular Playground Radio helpers have enjoyed opportunities to attend one of the monthly visits to the Cessnock radio station 2CHR FM where the students and guest teachers were involved in live community broadcasts.

## **Discovery Day**

In Semester 2 2017 selected Year 6 students attended Discovery Day at Mount View High School. This nationwide STEM outreach program run by the University of Newcastle aims at fostering inquiry based learning strategies in the minds of our young students. Activities such as bridge building, tower constructing and coding communication were undertaken by enthusiastic and eager students. As each activity resulted in point allocation, Cessnock West students were the winner and 2nd runner up on the day.

### **REACH program**

In 2017 Stage 3 students participated in the REACH program. Reach's Primary School Workshops offer students a fun and supportive environment to engage and develop skills to face life's challenges. They are also an early-intervention approach to support young people in the transition from primary to secondary school.

Workshop participants :

Built social and emotional skills

Increased self-awareness

Developed more meaningful connections with each other

Practised in sharing experiences and expressing gratitude

Practised positive wellbeing strategies in response to challenges in life

Reach's youth-led workshops create safe and non-judgmental spaces where students can express themselves and connect with peers and positive role models. In this way, Reach workshops and activities promote positive wellbeing in young people. Underpinning the design and delivery of all workshops is a framework of professional wellbeing support, to ensure emotional safety and positive youth connections.

### **Sport**

In the sporting arena our school enjoyed significant successes in 2017. School teams successfully competed in soccer, touch football, softball and netball knockout competitions. A number of students represented the school at Zone and Regional level in swimming, athletics and cross country. Students also represented at State level in softball and athletics. The level of sportsmanship was of the highest calibre.

### **Zone Carnivals**

Cessnock West students represented our school in a number of Zone activities. 13 students participated in Zone Swimming, 47 students participated in Zone Cross Country, 2 represented at regional level. 48 students participated in Zone Athletics, 9 students represented at Regional level and 1 represented at State level in shot put.

### **Sporting Schools**

In 2015 the NSW Government created Sporting Schools. Sporting Schools is a \$100 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect children with community sport. In partnership with more than 30 National Sporting Organisations (NSOs), Sporting Schools helps to coordinate sporting organisations, coaches and teachers to deliver sport before, during and after school hours. This has allowed Cessnock West to use specialist coaches to deliver different sports activities. This included a gymnastics program K-6 in 2017.

### **Softball**

Cessnock West played two softball games this year. The first was a local game against Wallsend South and the second an away game against Grahamstown Public School. Wallsend South had some great batting but they were no match against our amazing fielding. Cessnock West Public School took them out in minutes. When up to bat Cessnock West PS were outstanding. Though Wallsend South tried their hardest they were no match for Cessnock West's excellent skills. The next game was played on the 24th of May and was an away game played at Grahamstown Public School. Grahamstown Public School had a highly skilled team of mostly year six boys. Though we played our hardest we were no match for their skill and athleticism.

### **Netball**

This year Cessnock West PS senior girls netball team competed in the PSSA Netball Competition. They once again looked fantastic in our school netball uniforms and we had the opportunity to use our new netball court for our first game. The team improved with each game and advanced to round three in the competition. The senior girls team also competed in the Cessnock Netball Primary School Cup Gala Day in Term 4. Throughout the day they played five games against highly competitive opponents. The girls played extremely well and demonstrated wonderful team work and sportsmanship. Each time we competed it was wonderful to have our school's supportive families cheer the team on.

### **Cricket**

Cessnock West had a great win in round one of the cricket competition against Mulbring Primary School. We were set a good total to chase and with wickets in hand Cessnock West won the match convincingly. Round 2 proved to be a very exciting match against Pelaw Main. Both teams played with a great team spirit producing some skilful batting and bowling, however Cessnock West lost by 1 run which was hit off the last ball of the day. While disappointed the team was very excited to have played in such a close match.

### **Touch Football**

Cessnock West had a successful year in the 2017 Senior Boys Touch Football competition. The team was a committed group of boys who trained twice a week throughout Term 3. The team won 3 games in a row to reach the quarter finals of the competition. Unfortunately we lost to a very competitive side from Kurri Kurri Primary Schools in the quarter finals. The team however was proud of their efforts and some of the exciting football they had played to get so far in the competition.

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

This year, over 61 students from Year 2 – Year 5 attended the Department of Education's Swim and Water Safety Programme at Cessnock City Pool. The programme ran for 2 weeks with 45 minute lessons in both water safety and survival skills, along with some swimming stroke instruction. Three staff (1– Austwim Trained) from Cessnock West School and 3 staff supplied from the Department of Education with Austwim Training, taught the students. Two SLOs accompanied and supported students with needs. All students improved their skills over the 2 week period. For some this meant being comfortable in the water and attempting some survival skills, to others who improved their strokes and distances. All staff were impressed with the manners and enthusiasm of all the students, with many students overcoming some fears and attempting unknown skills.