

Collaroy Plateau Public School

Annual Report



2017



3970

Introduction

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

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

School contact details

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9971 5214

Message from the Principal

I'd like to thank the dedicated, professional and enthusiastic staff of Collaroy Plateau Public School who work as a team to provide excellent teaching and learning programs, extra-curricular opportunities and for always placing our students' needs first.

Thank you also to the parent community, in particular our P&C, for their time, energy and support of our school. The P&C and wider school community worked extremely hard in 2017 organising many wonderful fundraising events and activities. Due to this generous support we were able to fund two more banks of laptops, all learning areas at CPPS now have air conditioning, solar panels were installed, additional sports equipment purchased, Science Day implementation, reading resources K-6 purchased and additional time allocated for our Learning Support Teacher.

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

Yours Sincerely,

Suzanne Trisic

School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 Domain: *Learning Culture*– the school's on-balance judgement for this element is Excelling. In the elements of ***Wellbeing, Curriculum and Learning, Assessment and Reporting*** and ***Student Performance Measures*** the school's on-balance judgement is Sustaining and Growing.

Teaching Domain: *In the elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development* and ***Professional Standards*** the school's on-balance judgement is Sustaining and Growing.

Leading Domain: *In the elements of Leadership, School Planning, Implementation and Reporting, School Resources* and ***Management Practices and Processes*** the school's on-balance judgement is Sustaining and Growing.

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

Excellence in 21st Century Learning

Purpose

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

Overall summary of progress

Our continued school-wide focus on Excellence in 21st Century Learning enabled us to achieve significant progress in this strategic direction in 2017. Collaroy Plateau Public School (CPPS) teaching staff continued to engage in professional learning in the Australian Teaching Standards, aligning the standards to their classroom programs.

Staff collaboratively planned programs to equip students with 21st Century Learning skills through the differentiation of teaching and learning programs, personalised goal setting, gathering evidence and monitoring their students' achievement of these goals in order to make informed decisions regarding 'where to next'.

Students participated in collaborative projects, with these projects presenting wonderful learning opportunities for them to create, design, make and evaluate the process. These projects involved creative and critical thinking and problem solving skills.

In 2017, two Executive staff members attended the 'Seven Steps to Writing Coaches Course' and became instructional coaches. These Executive members led the staff in professional learning sessions throughout 2017. Staff members built an understanding of the resource and implemented the different steps into their teaching. Students were engaged in the various steps of writing resulting in quality pieces of written work.

CPPS Strategic Groups were streamlined with each group having a specific project and target to manage, which led to improved student outcomes and a deeper understanding of 21st Century Learning.

Staff in consultation with the Learning Support Team (LST), identified those students requiring additional learning and behaviour support and those who required challenging programs to maximise their learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| Growth for all students in literacy and numeracy is above DEC average in NAPLAN assessments. | P&C funds for two banks of laptops \$40 000 Planning days \$1 800 Strategic planning and evaluation team \$4 800 School funds for laptop chargers \$6 000 | Our NAPLAN data revealed a significant increase in growth in both Literacy and Numeracy. Reading 68.4% Writing 69.2% Spelling 73.4% Grammar and Punctuation 73.4% Numeracy 66.7% |
| Students achieving year level benchmarks in literacy and numeracy continuum (PLAN). | Literacy and Numeracy funding \$20 175 Additional funds for resources \$18 000 | In 2017 not all year groups entered data into PLAN. As a result we are not able to confidently report on a percentage for this improvement measurement. As a school we made the decision not to mandate plotting and will wait for the 2018 Learning Progressions. |

Next Steps

Staff and students will continue to reflect on their learning, make choices about their learning and set learning goals based on self, peer and teacher feedback.

The instructional coaches for 'Seven Steps to Writing' and Executive Team will review data on student writing, identifying

the areas of improvement and determine the next step in continued student improvement. All seven steps will need to be reviewed and the teaching of each step continued. A 'Seven Steps to Writing' scope and sequence will be developed and communicated to the staff.

The Executive Team will participate in external conferences to gain knowledge of Visible Learning and visit schools already on the journey of Visible Learning. The Visible Learning Team will present professional learning sessions throughout 2018 to build a deep understanding of the elements of Visible Learning with the staff implementing these elements into their classroom teaching.

In 2018, we will plan for a Learning Progressions Team to attend professional learning on the new progressions and present these progressions to the staff. The staff will receive training on how to plot this information for individual students identifying 'where to next' leading to improved student outcomes. Staff will be able to collect data and monitor the effectiveness of their teaching for student learning.

Strategic Direction 2

Dynamic Learning Culture

Purpose

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

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

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

Overall summary of progress

Our dynamic and innovative environment was sustained and enhanced in 2017. Collaroy Plateau Public School (CPPS) staff engaged in professional learning sessions at school, participated in external courses, listened to guest speakers, completed E-learning modules, attended various conferences and PCS professional learning groups.

CPPS staff continued to work collegially undertaking action learning, exploring evidence based pedagogies through peer observations, mentoring and visiting other schools. Evidence of this success was gathered through the Department of Education's 'Tell Them From Me' survey, where teachers indicated that their involvement in professional learning had led to changes in their teaching and how their students were learning in their classrooms.

As a staff, we continued professional learning on the School Excellence Framework, the accreditation process for all teaching staff and our annual Performance Development Plan (PDP). Through the PDP process, teachers participated in peer observations, focusing on effective feedback strategies, while building on self-reflective teaching practices, mentoring and learning from one another. It was clearly evident that teachers had high expectations of themselves and their students.

The PBL Team revisited our Student Welfare Policy and re-wrote units of work for the Bounce Back program to ensure staff had a deep understanding and easy access to resources.

All staff were trained and now use Sentral to record attendance and document if parents have been contacted in relation to an absence. The Administration Team now send an email to parents, regarding student absences, every day, to ensure students are safe, allowing us to maintain detailed records. All staff are using Sentral for reports and to register meetings with parents. Executives are using Sentral to record positive and negative student incidents.

In 2017, three Student Support Officers were employed to support students' learning, behaviour and medical needs. This was and will continue to be, a highly successful initiative for staff, students and parents.

Our Gifted and Talented students (GATS) Focus Group presented various professional learning sessions on differentiation and had guest speakers address the needs of, and the ways in which GATS students learn. The GATS Focus Group reviewed and created a process for identification and recording of GATS students in order to facilitate their participation in learning opportunities both within and outside our school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| All staff working collaboratively to implement and support their Professional Development Plans (PDP) through collegiality and mentoring. | Professional learning \$31 193 Additional funds \$19 000 | Through the PDP process increased levels of collegiality and mentoring was evident on reflection and evaluation. Staff appreciated the opportunity to discuss, observe and reflect on their own and their peers' classroom practices. In our teacher satisfaction survey 94% of the staff believed that their involvement in professional learning led to changes in their teaching and understanding of how students learn in the classroom. 96% of teachers agreed that they work |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| All staff working collaboratively to implement and support their Professional Development Plans (PDP) through collegiality and mentoring. | | together to improve teaching and learning for their year groups and stages. 92% of staff believed that they set high expectations for student learning. |
| School-wide systems and procedures to enable sharing and access to all teaching and learning programs resulting in quality differentiation. | \$15 000 Sentral \$4 000 | <p>We rescheduled our administration meetings allowing grades to meet fortnightly as opposed to only three times a term. This now reflects a fortnightly meeting in grades/and or stages, with additional sessions allocated in teacher professional learning times to focus on moderation and consistent teacher judgement.</p> <p>We have also set aside 4 and a half days for Grade/Stage planning once a term allowing for collaborative planning, setting common assessment tasks and for consistent teacher judgement.</p> <p>In 2017 we continued to use Sentral, which allowed for a school-wide system of tracking student data, whereby all stakeholders were able to access relevant information.</p> |

Next Steps

To continue quality professional learning sessions with a clear link to Visible Learning, Instructional Leadership, the School Plan, Writing, Accreditation, PDP's and the Quality Teaching Framework, always linking our learning to the Australian Teaching Standards.

Executives and interested staff will participate in learning how to effectively and efficiently collect data, interpret it and use it to inform student learning, resulting in improved student outcomes.

Executive members to ensure all staff are using Sentral to record learning, maintain attendance records, write reports and record meetings with parents. Executive staff to ensure positive and negative incidents are recorded on Sentral. LST to ensure learning/behaviour interventions have been recorded on Sentral.

In 2018, continued engagement of Student Learning Support Officers to support students' learning, medical needs and behaviour plans. Additional work is required to align PBL expectations in the playground Years K–2 and Years 3–6 to ensure all staff have a common understanding of the expectations, consequences and follow up procedures.

GATS Focus Team to continue to build CPPS staff's understanding, identification and recording of GATS students and to build on opportunities within the school, outside the school and with our local Primary and High Schools.

Strategic Direction 3

Productive Partnerships

Purpose

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

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

Overall summary of progress

We have continued to evaluate, reflect on and refine our consultative processes and communication channels within the school, parent community and wider school community. This resulted in changes to our practice, communication tools and processes. We have introduced an electronic newsletter 'Schoolzine' and purchased the program 'School Bytes' providing for parents an efficient and effective way to pay school fees and other activities, as well as communicate with our Finance Manager. It also allows staff to quickly see those students who have returned permission notes and paid for an excursion or activity.

The school has continued to use and refine its use of the school app to ensure all members of the community are well informed in an efficient and timely manner. Staff have been trained in how to create, upload and send messages.

The staff have continued to utilise and deepen their understanding of the program Sentral to ensure all stakeholders have access to up-to-date academic and medical information. Teachers are well informed of school happenings through Sentral school bulletins and staff messaging notices. We have been able to use this program to record students' individual awards and the extra-curricular groups they participate in. This has been invaluable support for staff when writing risk assessments for various excursions and school events.

We have worked in partnership with the P&C to survey and consult with our school community to ensure that as a school we understand their priorities for student learning, extra-curricular activities, uniform, resourcing various school programs, meeting student needs and improving our physical environment. This partnership has enjoyed wonderful success with positive outcomes and collaboration.

In 2017, we continued our partnership in learning with the students from Fisher Road (SSP) with them visiting us once a week, joining CPPS classes and participating in gym, library and technology lessons. The Fisher Road students also enjoy the services of our canteen. We have continued our partnership with Bushlink, having the group come in and work with our Year 4 classes in the Bush Garden area and through our Collaroy Crusaders environmental program. This has been a wonderful partnership for all participants.

We have also enjoyed a stronger link with our local high school, Cromer Campus, with the staff participating in professional learning, our students attending various enrichment programs such as the Year 4 History–Archaeological Digs, GATS enrichment programs over two terms and a detailed Year 6 transition to high school program.

Our partnership with our local pre-schools and transition to Kindergarten program also enjoyed great success. This included visiting all our local pre-schools or long day care centres, inviting families for an individual school tour, students visiting our school for a special morning in addition to Kindergarten orientation days, joining us for Open Day in Education Week and our Kindergarten Christmas plays.

CPPS is an active partner in the Peninsula Community of Schools (PCS) which has provided opportunities for teachers to listen to guest speakers, join professional groups and participate in shared professional learning and dialogue resulting in improved opportunities for students. Students also have the opportunity to participate in student leadership programs, the PCS Music Festival and NADIOC activities.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|-----------------------------|
| Signage purchased to communicate and reinforce PBEL values and the location of various areas within the school. | \$0 | Completed in 2016. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| | | Completed in 2016. |
| Effective and efficient communication to school community through newsletter, website and school app. | School app \$1 000 Sentral \$10 000 Schoolzine \$2 600 Transition and partnership programs \$5 000 National level PSSA \$500 | Continued use and refinement of the school app to provide quick and efficient communication to the community. Continued subscription to Sentral paid for further training and the set up of various programs within Sentral. 100% of staff members indicated they use Sentral to communicate with staff. Introduced a new electronic school newsletter 'Schoolzine'. Executive members revisited Kindergarten and High School transition programs and were released to create flyers, re-write processes and visit local pre-schools and high schools. Partnerships continued with Fisher Road SSP School where the students participated in various CPPS school activities building understanding and inclusiveness. Partnership also continued with Bushlink a community organisation. Only national level PSSA students were supported by the school. |

Next Steps

CPPS will continue to reflect on utilising technology based communication tools e.g. school newsletter, school app, emails etc to improve communication, ensuring that our methods of contact remain effective and efficient for all members of the community.

For Senior Executive to participate in the Department of Education's (DoE) professional learning course 'Engaging with the Community'. At the completion of the course the Communication Focus Team will design a survey to collect feedback on our methods of communicating and how effective they are. We will be investigating the possibility of creating a school Facebook page.

Increase the number of staff who utilise the programs 'See-Saw' and Dojo' in order to share class work and student achievement with parents.

Introduce three-way (student/parent/teacher) interviews in Term 3 to celebrate our students' learning and to identify and share students' individual goals.

Support the P&C's organisation of school working bees to enhance our school grounds, the purchase of resources and in building positive partnerships.

Investigate the possibility of linking with an indigenous school in Arnhem Land-Northern Territory through a family that will be moving to the area in Term 3, 2018.

Continue to consult, update, refine and communicate school procedures and policies with students, staff and parents.

For students, staff and parents to continue to participate in the DoE 'Tell Them From Me' survey for the third year to allow us to analyse and compare data and for CPPS to share and celebrate our successes with the school community.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| Aboriginal background loading | N/A | \$0 |
| English language proficiency | Teacher employed to support English and Language/Dialect (EAL/D) and the Newly Arrived Program (NAP) students, ensuring the students felt supported in their learning and school activities. | \$16 906 |
| Low level adjustment for disability | Learning Support Team (LST) reviewed policies, procedures and processes to ensure effective and efficient methods of identification, support and resolutions. Employment of a Learning Support Teacher and Student Learning Support Officers (SLSO's) to support students identified as requiring additional help to meet their needs. Tracking processes for NCCD identified students will need to be reviewed in 2018. | LST teacher (2 1/2 days) \$50 787 \$33 736 |
| Quality Teaching, Successful Students (QTSS) | Teachers were provided with release time to develop their Personal Development Plans (PDP), to observe class lessons and to engage in feedback and professional dialogue after the classroom observations. | \$47 740 |
| Socio-economic background | Funds used to ensure maximum student opportunity and participation in all aspects of school life. Student assistance for excursions and other activities. | \$11 832 |
| Support for beginning teachers | Beginning teachers were provided with continued support, additional RFF time, time to plan and reflect on their teaching with mentors and additional time for report writing and classroom observations. | \$20 175 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 323 | 317 | 291 | 299 |
| Girls | 289 | 321 | 341 | 332 |

Collaroy Plateau Public School has maintained its 2016 student enrolment numbers.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 97.7 | 95.4 | 95.8 | 96.4 |
| 1 | 96.9 | 94.5 | 95.9 | 94.9 |
| 2 | 96.6 | 95.1 | 94.6 | 95.1 |
| 3 | 96.9 | 94.9 | 95.5 | 95.5 |
| 4 | 96.9 | 96 | 94.4 | 95.5 |
| 5 | 96.8 | 95.9 | 95 | 94.4 |
| 6 | 96.4 | 96 | 94.8 | 94.9 |
| All Years | 96.9 | 95.4 | 95.1 | 95.3 |
| 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

Student attendance at Collaroy Plateau Public School is stable with the attendance rate above the state average in all grades. Rolls are marked electronically via the online program, Sentral. Letters for absences and non-justified absences are generated by Sentral and an email is sent to parents/ caregivers which is then followed up by staff. Our attendance is affected to a small degree by families taking holidays out of school holiday periods.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 23.7 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.5 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 0 |

*Full Time Equivalent

In 2017 Collaroy Plateau Public School did not have any staff members who identify as being of Aboriginal background.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2017 a significant proportion of teacher professional learning (TPL) time was dedicated to the introduction of the Literacy resource 'Seven Steps to Writing' delivered by two assistant principals who had attended the coaching course. Time was also given to GATS where teachers addressed the learning needs of higher

achieving students.

Teacher professional learning time was also set aside for teachers to work on report descriptors for their grades, as well as planning common assessment tasks and having professional dialogue around consistent teacher judgement.

Staff continued to work on their Performance Development Plans (PDP) with time allocated for classroom observations, feedback and professional dialogue to occur.

In 2017, Collaroy Plateau Public School had fifteen teachers maintaining accreditation at Proficient.

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

Financial summary

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 819,345 |
| Revenue | 5,018,744 |
| Appropriation | 4,356,627 |
| Sale of Goods and Services | 8,248 |
| Grants and Contributions | 639,809 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 14,060 |
| Expenses | -4,644,510 |
| Recurrent Expenses | -4,644,510 |
| Employee Related | -4,013,252 |
| Operating Expenses | -631,258 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 374,234 |
| Balance Carried Forward | 1,193,579 |

Funds have been set aside for specific projects within the Collaroy Plateau Public School Plan for 2018–2020.

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 | 4,063,441 |
| Base Per Capita | 96,586 |
| Base Location | 0 |
| Other Base | 3,966,854 |
| Equity Total | 113,261 |
| Equity Aboriginal | 0 |
| Equity Socio economic | 11,832 |
| Equity Language | 16,906 |
| Equity Disability | 84,523 |
| Targeted Total | 61,210 |
| Other Total | 49,388 |
| Grand Total | 4,287,299 |

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.

Year 3

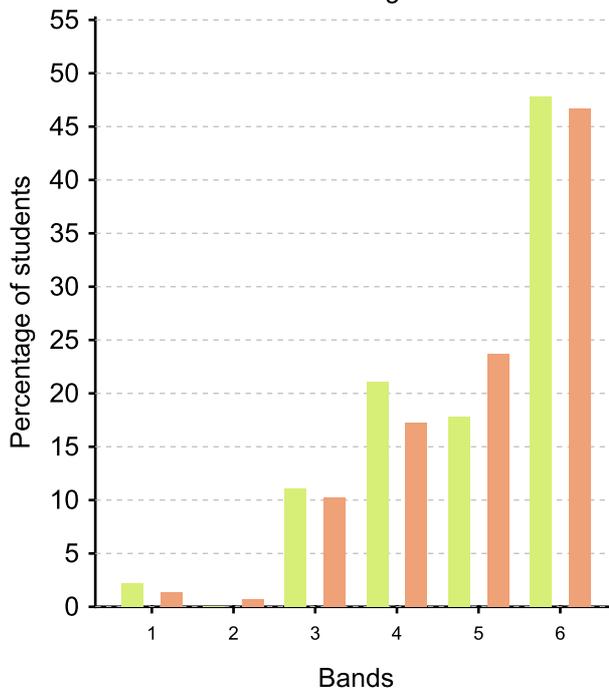
In Reading 68% of students achieved bands 5 or 6. In Writing 69% achieved bands 5 or 6. 67% of students were in bands 5 or 6 in Spelling and 78% were in bands 5 or 6 in Grammar and Punctuation.

Year 5

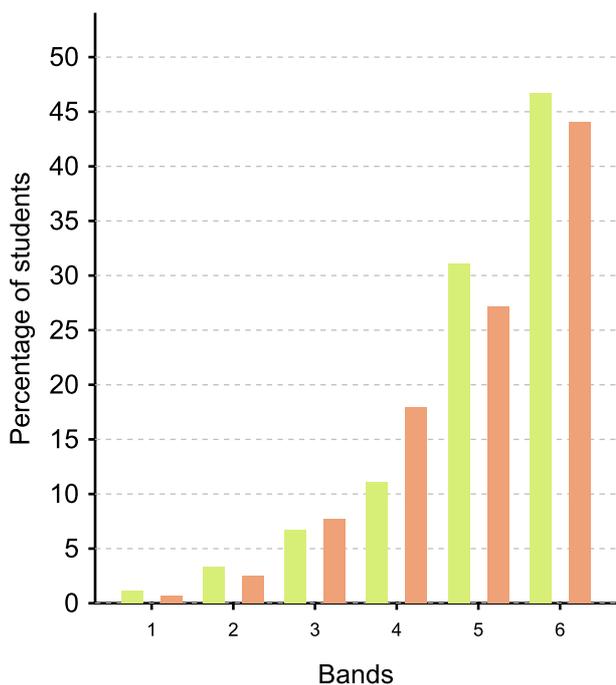
In Reading 63% of students achieved bands 7 or 8. In Writing 22% achieved bands 7 or 8. 58% of students were in bands 7 or 8 for Spelling and 53% were in bands 7 or 8 in Grammar and Punctuation.

Both Year 3 and Year 5 students scored above the state average in all areas of Literacy.

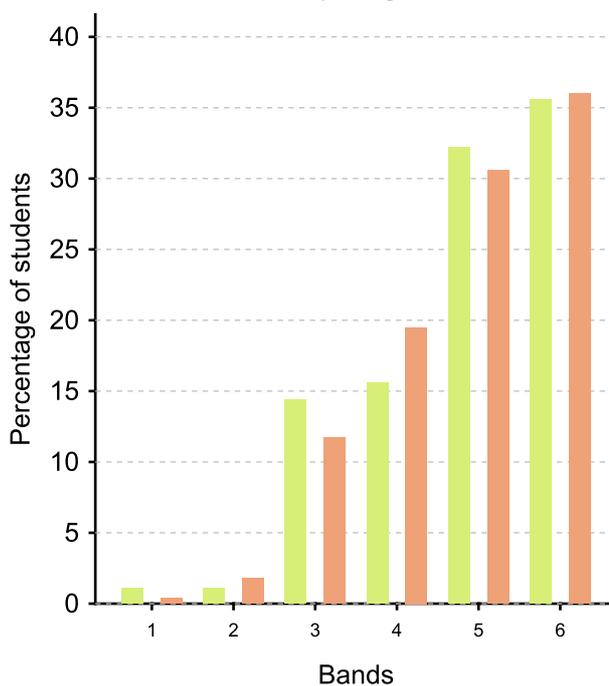
Percentage in bands:
Year 3 Reading



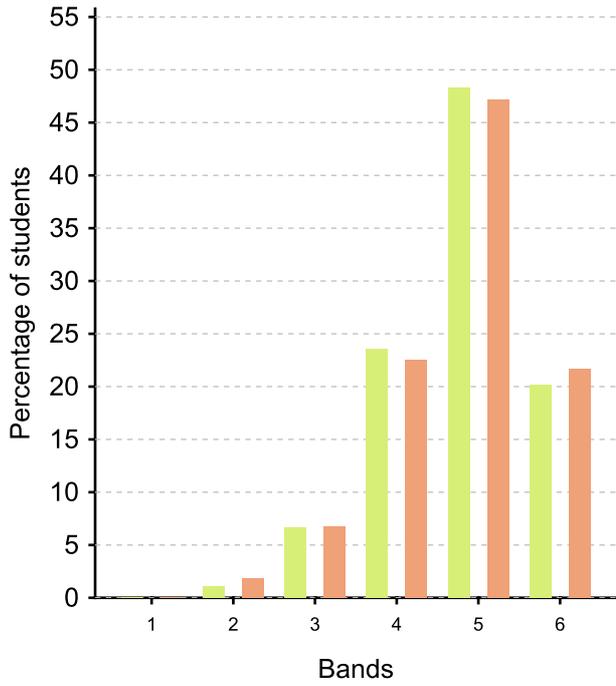
Percentage in bands:
Year 3 Grammar & Punctuation



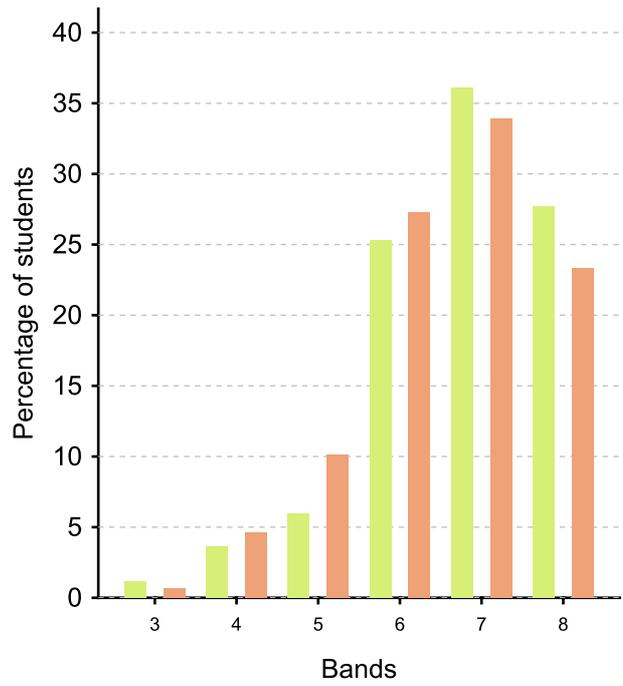
Percentage in bands:
Year 3 Spelling



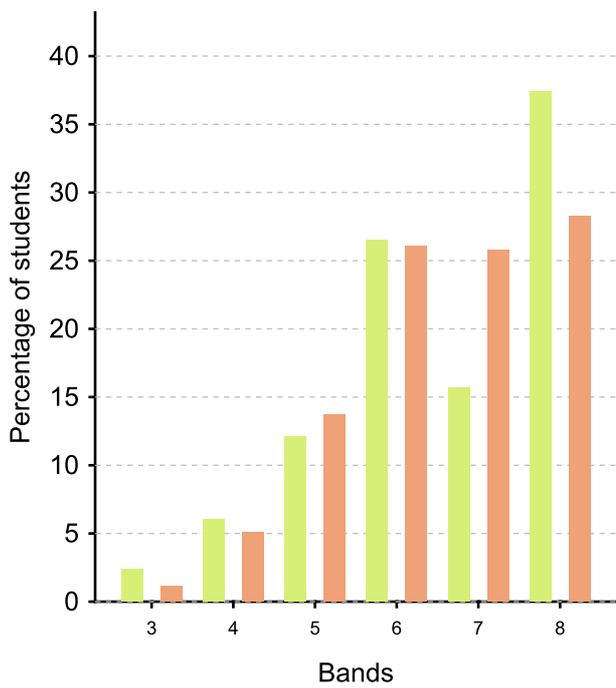
Percentage in bands:
Year 3 Writing



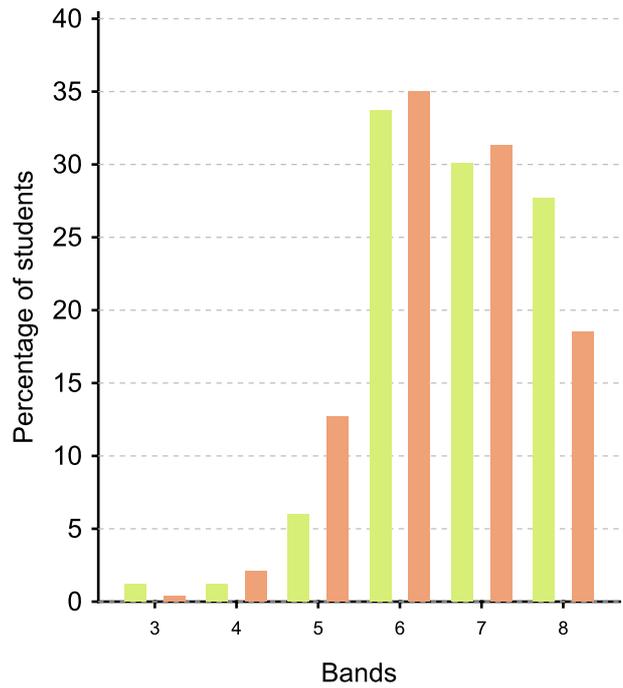
Percentage in bands:
Year 5 Reading



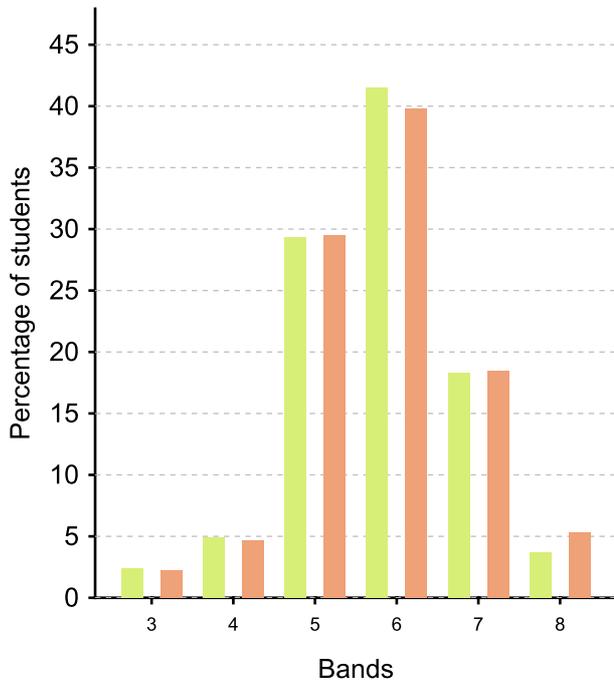
Percentage in bands:
Year 5 Grammar & Punctuation



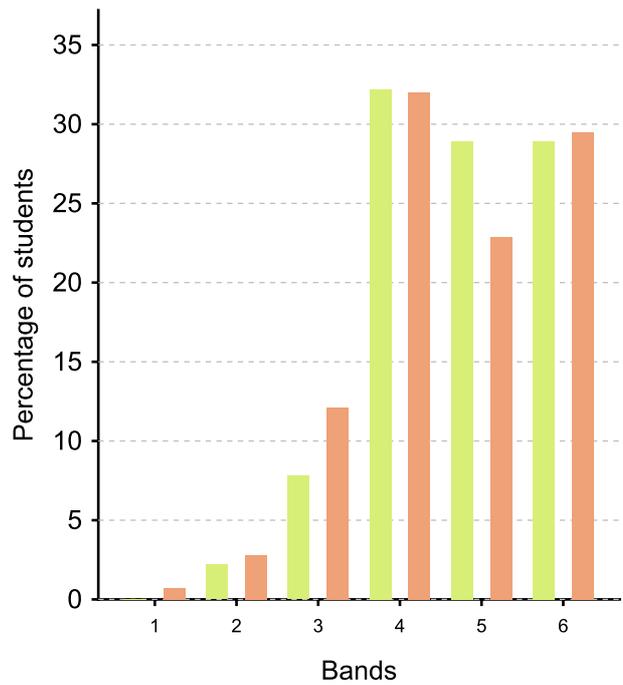
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Year 3

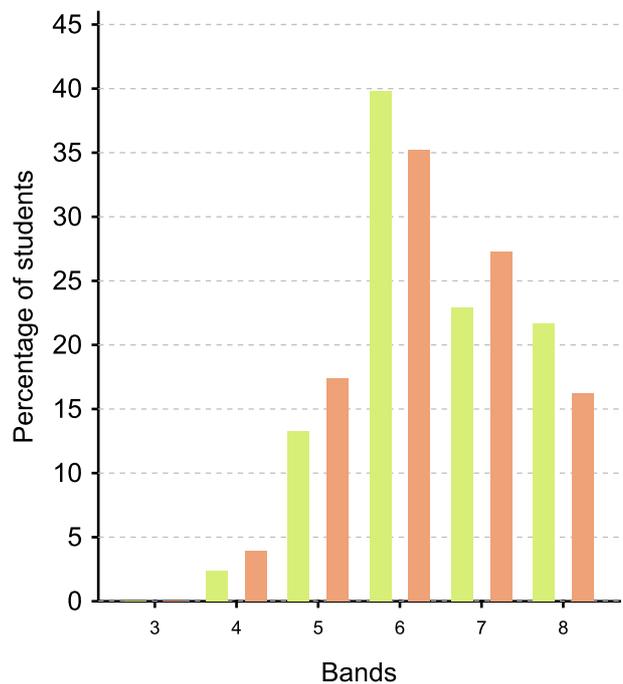
In Numeracy 58% of students achieved bands 5 or 6. In Data, Measurement, Space and Geometry 44% achieved bands 5 and 6. 58% of students achieved bands 5 or 6 in Number, Patterns and Algebra.

Year 5

In Numeracy 45% of students achieved bands 7 or 8. In Data, Measurement, Space and Geometry 49% of students achieved bands 7 or 8. 43% of students achieved bands 7 or 8 in Number, Patterns and Algebra.

Both Year 3 and Year 5 students scored above the state average in Numeracy.

Percentage in bands:
Year 5 Numeracy



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.>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff. In 2017, Collaroy Plateau Public School participated in the Department of Education's online survey Tell Them From Me (TTFM). This online survey helps schools capture the views of students, teachers and parents. The information generated provides principals and school leaders with valuable information and insight into student engagement, student wellbeing and the impact of the current teaching practices at their school, from the perspectives of students, teachers and parents. The information generated by the survey can assist individual schools to identify strategic priorities and monitor progress.

Teachers

Teachers at Collaroy plateau Public School believe that the school provides a positive and supportive environment. They believe that the staff provides clear and achievable goals for students and sets high standards for achievement (84%) and behaviour (92%). Teachers believe that the school provides a range of academic, creative, performing and sporting opportunities for the students, with most of the activities being inclusive (90%). The teachers at CPPS believe they work hard to monitor student progress, working collaboratively to improve learning outcomes for all students.

Parents

Parents at the school feel it provides a friendly environment for both them and their children. Parents responded that contact with teachers via informal meetings (92%), emails (98%) and text messages (98%) are useful. They also believed that the information they get from the school newsletter (Excelsior) is also very useful (97%). Parents value the extra-curricular opportunities provided for students at the school. They believe that the school supports positive behaviour (90%).

Students

The students at Collaroy Plateau Public School value education (97%) and try hard to succeed (93%). They believe that the teachers have high expectations for achievement (88%) and many believe they have a positive relationship with their teacher (82%). Students believe their classrooms are well organised and that their teachers set clear goals for their learning (82%). Many students at the school take advantage of the extra-curricular activities provided (74%) and feel that have a sense of belonging (86%).

Policy requirements

Aboriginal education

In 2017, NAIDOC Week celebrations were enjoyed by the students and staff at Collaroy Plateau Public School. The Koori Kinnections Group visited the school and the students participated in bush cooking and indigenous games. The students also viewed reptiles and listened to stories from the Northern Territory in 'Snake Tales'.

CPPS was involved in the Peninsula Community of Schools (PCS) NAIDOC events and activities. Artworks were submitted for the 2017 Art Exhibition hosted by Warriewood Square, which reflected the NAIDOC theme "Our Language Matters". Several students from CPPS enjoyed organised indigenous activities, food and special performances at the sleep out at Narrabeen Lakes Public School. A new initiative was introduced this year, the 'Yarning Circle' and was well received by the PCS staff and students

Teachers at Collaroy Plateau Public School embed Aboriginal Education into many areas of the curriculum, including Literacy, History and Geography.

Multicultural and anti-racism education

Multicultural perspectives are embedded in classroom programs and supported through targeted initiatives operating across the school. This year we held a successful Harmony Day with Friendship Classes working on a range of activities to promote diversity and difference.

A number of students participated in the Multicultural Perspectives Speaking Competition. Each of these speeches is required to have multicultural content presented in a balanced manner. Collaroy Plateau Public School hosted the local regional final.

Our school has a trained anti-racism officer (ARCO) on staff and is able to provide timely and professional responses to any complaints regarding racism.

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