

Cessnock West Public School

Annual Report



2018



1545

Introduction

The Annual Report for **2018** 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.

Mrs. Ruth Goodwin

Principal

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Message from the Principal

In 2018, the Cessnock West Public School community has continued to work towards providing quality education for all students. The staff is a resilient and dedicated group of educators who are committed to educational pursuits for the enhancement of our students. I congratulate all staff, students and families on many great achievements attained throughout the year. As educators we are committed to personalised and differentiated learning and supporting every student to succeed. Our commitment to our students, and to you their families, is that our school is a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. Cessnock West Public School has a P&C consisting of parents/carers who work hard to support our school. I am grateful for their ongoing support and the huge amount of work that they do to make our school a better place for our whole school community. We have a valued and supportive partnership with Korreil Wonnai AECG. Cessnock West Public School continues to provide our students with valuable learning opportunities and we look forward to another successful year of teaching and learning in 2019.

Mrs. Ruth Goodwin

Message from the school community

In 2018 Cessnock West Public School P&C have had a very successful year. Our fundraising this year has consisted of Easter raffle, pie drive, Mother's Day & Father's Day stall and with the introduction of 2 new events Movie Night and the Colour Explosion it has been a wonderful year. The support shown from the Cessnock West school community has been outstanding. We are so excited to be able to use these funds raised to give back to the students of CWPS and help with improvements to our school.

This year we have helped with many projects within the school including swim school subsidy, watering system for the community garden, Interrelate for Stage 3, Lego and Star Struck tees, Kindergarten learning toys, junior gaga pit, upgraded chicken coup, 2 new BBQ's plus much more. Thank you to our wonderful volunteers without you these events wouldn't be possible. The canteen has had another successful year. Thank you to Linda and the wonderful volunteers who help the canteen run on a day to day basis.

Our success wouldn't happen if we didn't have support from Mrs Donna Madden (relieving principal) teaching & auxiliary staff and especially our principal Mrs Ruth McGlashan, Sadly for us this is Mrs McGlashan's last year as principal. CWPS we would like to thank you for all your support towards CWPS P&C and we wish you a very happy retirement.

Thank you again our wonderful P&C members & the Executive committee Lisa Bender, Angela Wallace, Marissa Floyd and Ian Glover who is sadly moving on from CWPS P&C secretary as his children have moved on to high school. You will be missed and our monthly minutes won't be the same. Thanks team for all your support this year, look forward to

next year.

Nicole Newsome

P & C President

School background

School vision statement

Cessnock West Public School is committed to giving each child every opportunity through a culture of improvement, achievement and wellbeing. Our vision is consistent with the Melbourne Declaration. It is about equity, excellence, success as a learner, developing creative and confident individuals and developing stronger partnerships. Our students will grow into active, happy and informed citizens locally, nationally and worldwide.

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 415 students (280 families), comprising of 17 classes (including the State Opportunity Class). In 2018, 49% (204) of the student population are boys and 51% (211) are girls. 18% (74) 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 Future Focused 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.

In the domain of Learning, our efforts have continued to build on the areas of Learning Culture, Wellbeing and Curriculum. The school has continued the journey towards increasing the capacity of every student to become Respectful, Responsible, Learners by reviewing current practices and continuing the implementation of Positive Behaviour for Learning (PBL). The school has worked towards implementing a whole school approach to wellbeing that has clear behavior expectations, through explicit teaching in PBL and Zones of Regulation to develop a positive teaching and learning environment for all students. The individual learning needs of all students has been an important focus throughout the year. Staff have worked together to design and implement programs to support students at their point of learning need, providing the opportunity for students to be the best they can be and achieve their personal goals. The school has continued to build on developing strong, positive relationships within the school community and as a result the learning culture of achievement and high expectations is growing.

In the domain of Teaching, our concentration has been focused on collaborative practice and learning and development. Important opportunities have been provided for all Stages to collaboratively review curriculum, plan, revise and improve teaching and learning programs. The engagement in professional learning to improve expertise in the critical areas of literacy and numeracy have strengthened pedagogical practices. Staff in Early Stage One and Stage One have continued to be supported through Early Action for Success. The engagement in shared professional learning with Cessnock Great Community of Schools has resulted in a wider sharing of knowledge and expertise.

In the domain of Leading, our priorities have been on Leadership and School Planning. Leadership development is central to the achievement of school excellence. There has been a focus on developing leadership capacity across the school community and shared responsibility for school wide planning. Shared and supported leadership development skills in staff and students has allowed the successful implementation of our key strategic directions. School staff, students and parents have been engaged in the school planning process and celebration of success. Monitoring, evaluation and review processes have allowed for the effective implementation of the school plan and supported continuous improvement in student learning.

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

Successful Students

Purpose

To create a stimulating, engaging and future focused learning environment underpinned by high expectations, quality teaching practices and a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students.

Overall summary of progress

In 2018, cooperative processes between staff, the Learning and Support Team, Instructional Leaders, interventionists and outside agencies such as Occupational Therapy and CCGPS speech screening and therapy was undertaken to provide our students with the best possible support to be successful. Tier 2 and 3 students requiring support were provided with IEP's and supported with targeted teaching and effective intervention. Instructional Leaders focused on building capacity K–6 in effective writing pedagogy. K–2 interventionists focused heavily on reading instruction and 3–6 intervention focused on writing pedagogy with some mathematics. A 'spiral of enquiry' on writing was undertaken extending the focus on teacher collective efficacy, teacher clarity and feedback, using quality texts and modelled, guided and independent writing practices. K–6 participated in teaching rounds to improve Quality Teaching elements. Teachers new to a stage or the school were trained in L3 and TEN.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy(NAPLAN).	\$167,348	In 2018, an increase in the percentage of students demonstrating at or above expected growth from Year 3 to Year 5 was seen in grammar and punctuation, spelling and writing.
At least 80% of students demonstrating expected growth per semester across the Department of Education Learning Progressions.	\$224,517	Significant improvements in literacy K–6: <i>Percentage of students achieving at or above reading benchmarks:</i> ES1: 84% Year 1: 73% Year 2: 82% Year 3: 79% Year 4: 93% Year 5: 93% Year 6: 75% K–6 engagement with 'Writing Project': All classes participated in a K–6 Writing Project. Writing scores were analysed. Anticipated effect size was 0.1 for one term. The school average effect size showing significant impact on student learning for one term in writing was 0.22. Numeracy : Sentral school reporting data shows 95% ES1 students achieved at or above grade outcomes. In Year 1 and Year 2, 80% students achieved at or above grade outcomes. K–2 staff employed Learning Progressions to track and monitor students achievement.
Student surveys identify that classroom practice is engaging, flexible and relevant.		'Tell them from me' surveys (2018) highlighted that 78% of students felt that classroom instruction was relevant and 80% felt that learning was engaging and flexible.

Next Steps

- * Implement success criteria K–6 in line with teaching programs.
- * Provide ongoing teacher professional learning to provide teachers with a deep knowledge and understanding of assessment and data to inform programming.
- * Develop and implement quality summative assessments for Key Learning Areas
- * Continuation of L3 training and support of students in Literacy and Numeracy through the Instructional Leader Deputy Principal and interventionist K–6.

Strategic Direction 2

Successful teachers

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

Consistent processes to identify, plan and deliver personalised and differentiated learning were developed and teachers participated in professional learning in this area to allow a consistent approach to the development of individual learning plans and enhance their capacity to develop and implement teaching and learning programs that meet the needs of students. Lesson study practice was continued in 2018 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). Teachers K–2 have also been supported through the continued employment of a DP Instructional Leader through Early Action for Success.

All staff have a Performance and Development Plan (PDP). School priorities and the Australian Professional Standards are used as a tool for reflection when goals are developed. Peer observations and constructive feedback was an important element of this process. Stage teams worked together through classroom observations, team teaching and collaborative planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers participate in and value regular lesson study and quality teaching rounds.	\$21,525	All teachers participated in and valued lesson study. Teachers used the Quality Teaching Framework to map quality lessons.
Teacher expertise is reflected and utilised in whole school professional learning plan.	\$47,358	Teachers participated in regular professional learning which was presented by both internal and external presenters.
100% of teaching staff will have a Performance Development Plan that reflects their own professional development as well as being aligned with School Plan.	\$29,162	100% of teachers have developed a Professional Development Plan which reflects their own professional development and is aligned with the school plan.

Next Steps

- * Quality Teaching Rounds implemented.
- * Teachers will be supported through professional learning to develop data informed teaching and learning programs.
- * Deputy Principal IL and Intervention teachers will continue to support teachers and students to improve student growth in literacy and numeracy.

Strategic Direction 3

Successful School

Purpose

To develop stronger partnerships between students, parents, carers, the broader community, schools and other education and training providers to bring mutual benefits and maximise student equity, wellbeing and engagement.

Overall summary of progress

We have continued the implementation of Positive Behaviour for Learning and Zones of Regulation. Ongoing professional learning was undertaken in student wellbeing with Carl Warren visiting the school fortnightly and the Positive Behaviour for Learning program was 'recharged'. Gifted and talented students were offered multiple opportunities to participate in events within and outside the school, a dedicated Future Focused program continued and primary classes continued to employ REAL and challenge based learning. A speech therapist and occupational therapist were employed to work with identified students to implement specific programs to support student learning.

Consistent communication across a number of platforms was established including Facebook, SeeSaw and Schoolzine, an electronic school newsletter. These proved to be successful platforms for communication of information and the success of the students and school. A number of parent workshops and an parent EXPO were run to provide information and training for our families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater than 70% of parents feel their opportunity to contribute to school life has increased and they feel heard and valued.	\$10,000	74% of parents feel at their opportunity to contribute to school life has increased and they are heard and valued.
School data will reflect an increase in attendance of students, in particular an increase in students arriving at school on time.	\$61,194	School data has shown a slight decrease of 1% in attendance across K-6 for 2018.
80% of students engage in positive behaviour.	\$60,000	'Tell them from me' surveys (2018) highlighted that 80% of students felt that they engage in positive behaviour.

Next Steps

- * Development of the CWPS Wellbeing Policy in line with the Department of Education Wellbeing Framework.
- * Continue the implementation of PBL and Zones of Regulation with a focus on consistent implementation.
- * Development of knowledge and skills in Trauma Informed Practice in Schools.
- * Build on current communication strategies within the school and school community to enhance the use of technology.
- * Build on the Learning Support Team procedures and practices to implement a consistent school-wide approach in consultation with the learning community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$90,014	<p>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.</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. A large range of events are organised every year to enable parents to come into our school for different activities including celebratory breakfasts, 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.</p>
English language proficiency	\$0	Cessnock West Public School did not receive funding for English Language Proficiency in 2018.
Low level adjustment for disability	\$244,808	<p>Two Learning and Support Teachers (LaST) were employed for four days a week each to support students requiring adjustments and learning support. This support was provided through individual plans and adjustments and collegial support for teachers. The LaST developed and implemented specific social, emotional and academic programs increasing student engagement and skills both in the classroom and playground. Students included in the NCCD and who require adjustments to their learning are catered for by differentiation and reasonable adjustments to school programs and environments. Class teachers and SLSOs provide day-to-day support for students and our school LaST offer specialised support and case management. Twenty students were referred to the learning support team in 2018. Twelve students received approximately 6 hr per week of SLSO support through flexible funding due to a diagnosis which didn't attract integration funding. Eighteen students received integration funding support. Four students received RSSSP funding, two student receive OOHG funding and one student received complex case supplement.</p> <p>Additional School Learning Support Officers(SLSO) were employed to work with students in the classroom supporting the implementation of individual programs and adjustments within the classroom.</p>
Quality Teaching, Successful Students (QTSS)	\$69,443	<p>Stage Teams were provided with additional time to work collegially to develop programs. The school executive team members were provided with additional release from face to face to provide professional support to their teams to improve quality teaching in the classroom. Teachers were supported by the</p>

Quality Teaching, Successful Students (QTSS)	\$69,443	school executive team in the implementation of the Performance Development Framework.
Socio-economic background	\$147,734	<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. Tiered support plans were established for identified K-6 students utilising K-6 interventionist.</p> <p>A speech pathologist and occupational therapist was employed to deliver speech and occupational therapy programs to students.</p> <p>A behavioural specialist was employed to work with teachers to support their professional development in the area of sustainable strategies to engage students in the learning process.</p> <p>Future Focused learning was supported through one teacher being 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> <p>Funds were used to provide training to teachers in L3 and Focus on Reading.</p> <p>Additional Learning Support Officers were employed to support students with identified learning needs in the classroom and playground.</p>
Support for beginning teachers	\$29,162	Beginning teachers were provided with additional release time, identified professional learning and mentoring. They worked with a mentor utilising planning and support time to meet professional learning needs and accreditation
Targeted student support for refugees and new arrivals	\$0	Cessnock West Public School does not receive funding for Targeted student support for refugees and new arrivals in 2018.
Early Action for Success	\$191,127	In 2018, the school entered it's fourth year of EAFS with 1.2 Deputy Principal Instructional Leaders and 1.7 interventionists. These staff were employed through the EAFS funding and also Socio Economic Background funding to support students K-2 in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	171	191	200	201
Girls	200	202	210	204

Student enrolments remained relatively constant throughout the year. As outlined in the table above, the total school numbers remained consistent in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	91.6	91.7	92.1
1	90.4	94.9	90.2	89.9
2	93	89.2	93.8	89.9
3	94.2	92.9	89.3	91.8
4	92	93.5	91.2	88.1
5	93.6	92.4	92.6	91.8
6	93.8	92.8	91.5	90.3
All Years	93	92.5	91.5	90.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Although there has been a slight drop in attendance in 2018 and Cessnock West PS is below the state average of 93.40%, attendance has continued to be an area for improvement throughout 2018, 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(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.88
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.12

*Full Time Equivalent

The school has two Early Action for Success (EaFS) Deputy Principals with FTE of 1.2. There are three Assistant 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	80
Postgraduate degree	20

Professional learning and teacher accreditation

During 2018 staff participated in a number of targeted professional learning opportunities which aligned with the school plan, strategic directions and their own professional development plan. The school received \$31,540 for teacher professional learning and additional school funds were utilised from RAM equity funds to support professional learning. During the year staff participated in five school development days, team and

whole staff meetings, professional learning courses, and after hours training. 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. Professional learning opportunities were also conducted with partner schools incorporating Future Focused Learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	545,066
Revenue	4,893,281
Appropriation	4,797,844
Sale of Goods and Services	55
Grants and Contributions	92,692
Gain and Loss	0
Other Revenue	0
Investment Income	2,691
Expenses	-4,948,287
Recurrent Expenses	-4,948,287
Employee Related	-4,429,224
Operating Expenses	-519,063
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-55,006
Balance Carried Forward	490,060

Careful financial planning is used to allow the best outcomes for students and staff as well as maintaining the physical buildings and grounds.

Money remains in School and Community due to the Department of Education's rule of consumption.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,795,622
Base Per Capita	79,281
Base Location	2,891
Other Base	2,713,450
Equity Total	887,089
Equity Aboriginal	90,014
Equity Socio economic	556,431
Equity Language	0
Equity Disability	240,643
Targeted Total	235,438
Other Total	666,021
Grand Total	4,584,170

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

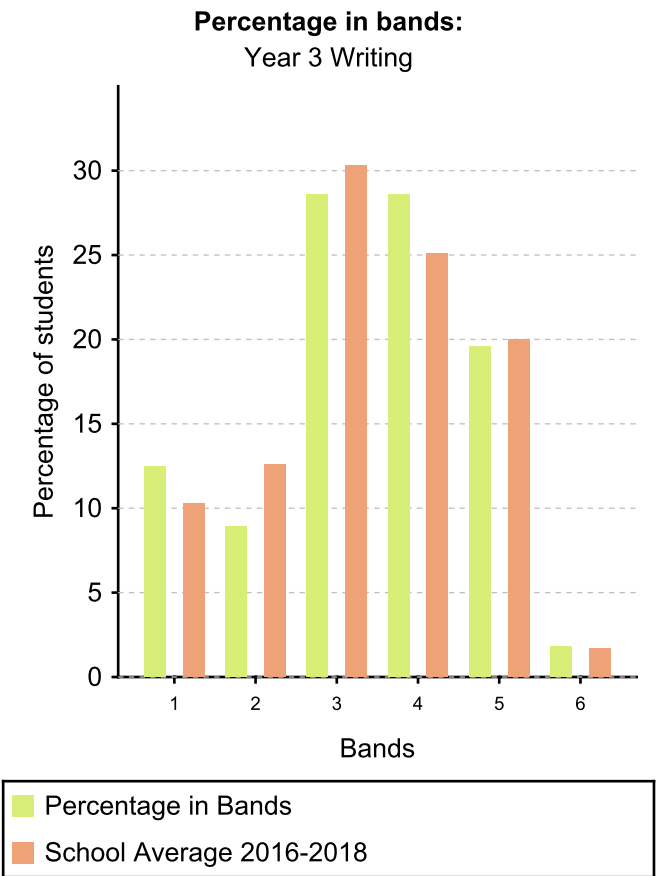
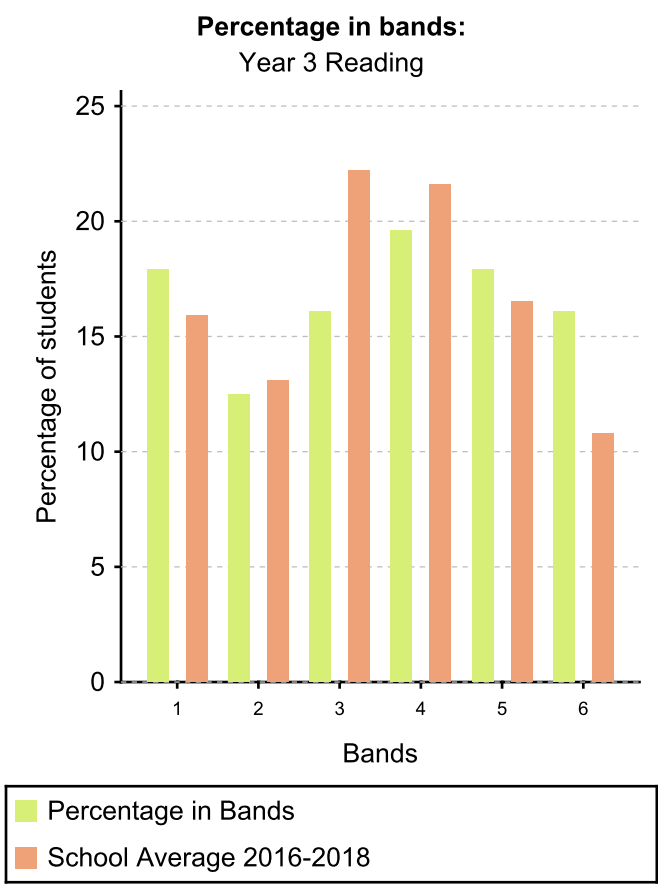
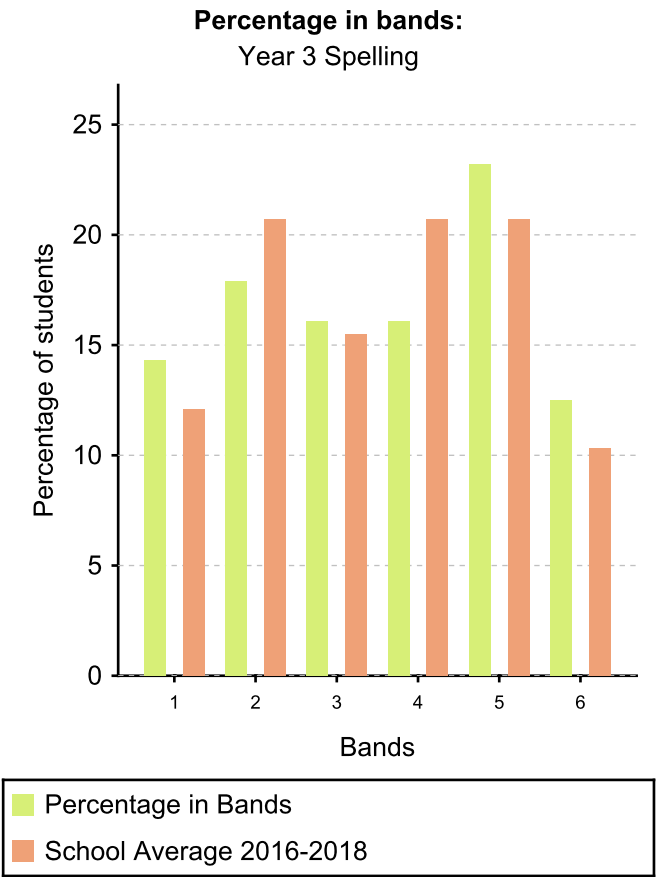
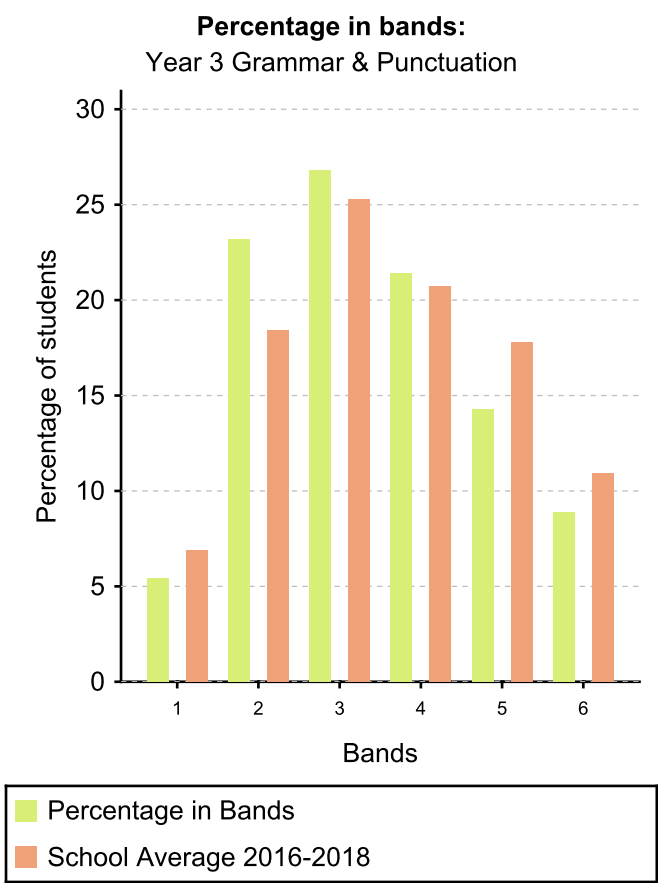
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

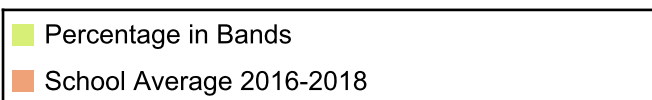
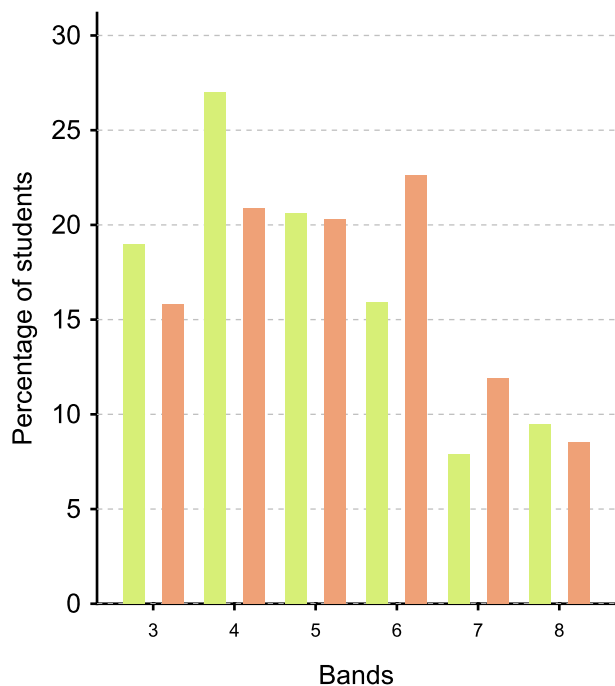
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our school completed the paper test format in 2018. The 2018 NAPLAN results placed 72.7% of Year 3 students in the middle and top two bands for grammar and punctuation, 70.4% for reading, 65.9% for spelling and 79.6% for writing. Year 5 data shows 52.6% of students in the middle and top two bands for grammar and punctuation, 63.2% for reading, 65.8% for spelling

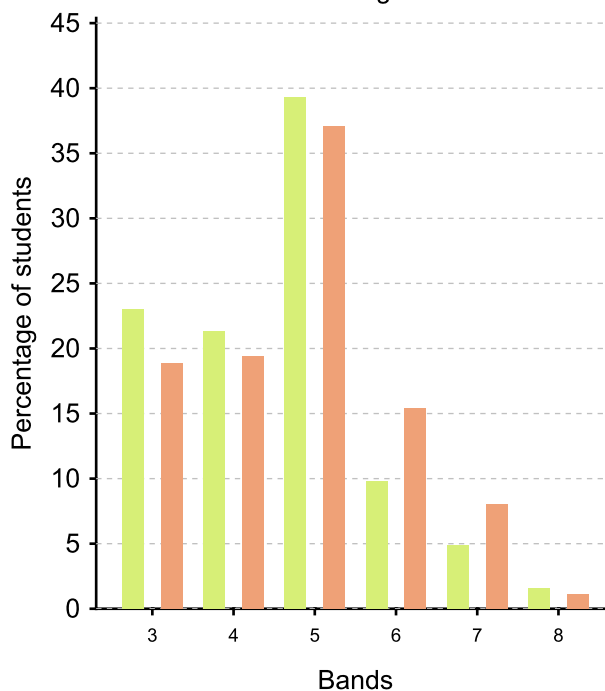
and 59.5% for writing.



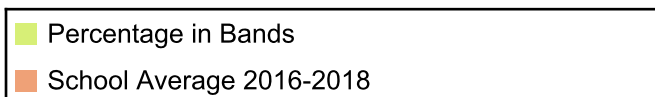
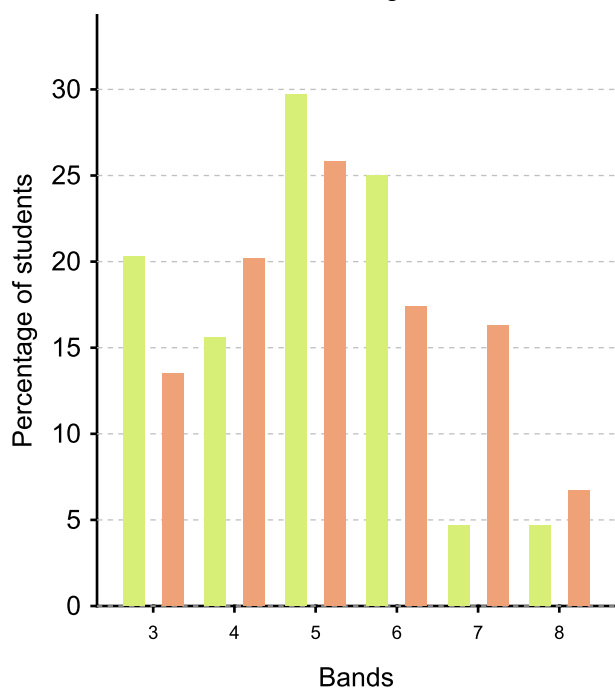
Percentage in bands:
Year 5 Grammar & Punctuation



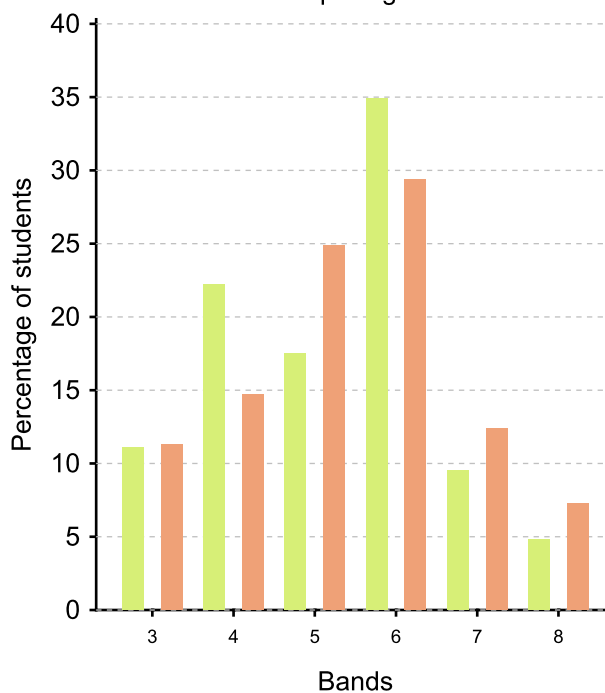
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading

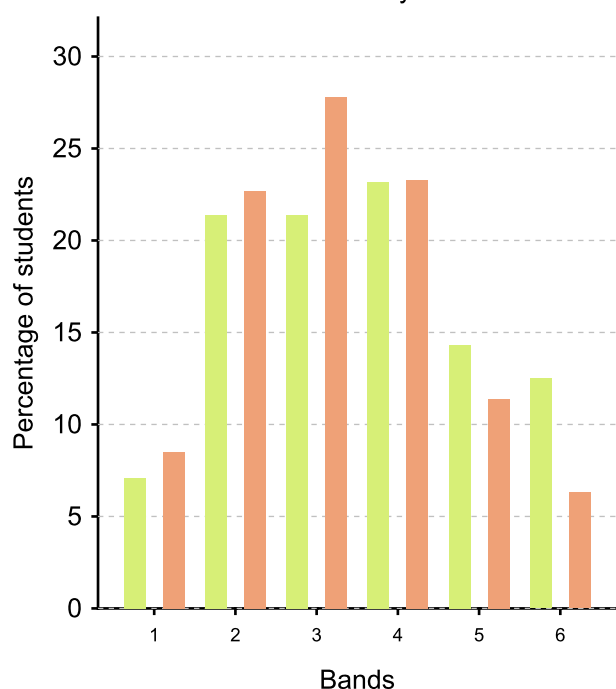


Percentage in bands:
Year 5 Spelling



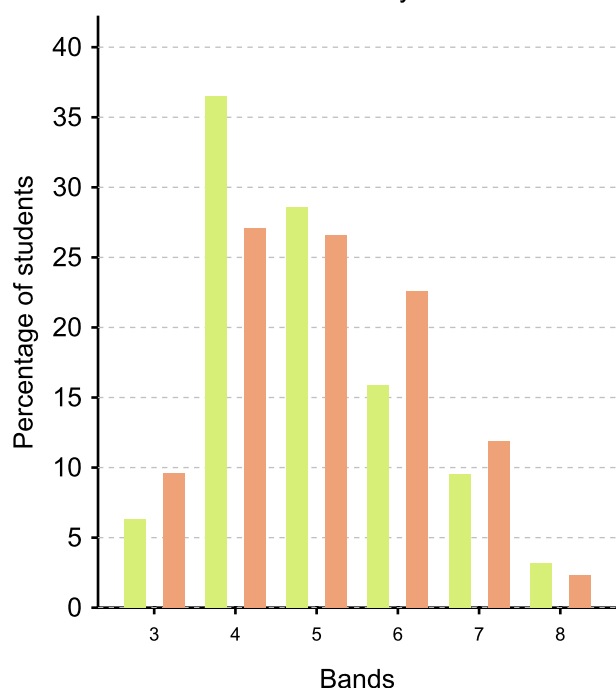
The 2018 NAPLAN results placed 70.5% of Year 3 students in the middle and top two bands for numeracy. Year 5 data shows 59.5% of students in the middle and top two bands for numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

education outcomes for students in the top two NAPLAN bands: to ensure confidentiality regarding student identification with smaller numbers, both Year 3 and Year 5 statistics have been combined with an average of 21.67% of our Aboriginal students in the top two bands for reading and numeracy. This reflects a steady increase from 16% in 2017 and 18.97% in 2016.

Parent/caregiver, student, teacher satisfaction

In 2018, the school used the Tell Them From Me surveys and school designed surveys to seek the opinions of parents, students and teachers about our school. Their responses are presented below:

77% of parents strongly agreed and 23% of parents agreed that CWPS is a good school and their child receives a good education. 74% of parents strongly agreed and 23% agreed that staff are interested in their child and appreciate their involvement in the school. 74% of parents strongly agreed and 23% agreed that school communication is effective and continues to improve. 60% of parents strongly agreed and 26% of parents agreed that the principal and school staff are approachable. 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. Students responded to the Tell Them From Me survey in the areas of student engagement, student outcomes and school climate. 63% of students who participated indicated that they have a sense of belonging and 79% indicated that they have positive relationships at school. 96% of students who participated indicated that they value school outcomes and 80% indicated that they have positive behaviour at school. 85% of students who participated indicated that they apply effort at school.

Focus groups and online surveys in 2019 will be run to inform school improvement measures.

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 Connecting to Country, a local based Aboriginal education program. With 86 Aboriginal students at CWPS in 2018, 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. CWPS had 4 Year 6 students attend the Mount View High School Aboriginal Camp held at the Glenrock Scout Camp. There were students ranging from Year 6 – Year 12 attending the camp over 3 days. CWPS 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 2018 as part of the Aboriginal dance ensemble which will continue in 2019. The Aboriginal dance group continued their success with performances at the 2018 Kullaburra Awards and the Connecting Kids, Connecting Families NDIS Community Expo. Stage 3 Aboriginal male students participated in the Young Mob program, building connections between the students and the community. Stage 2 Aboriginal students participated in the Kauma program with great success. Year 4 Aboriginal students participated in the Engineering Australia Straw Tower Challenge with one team recognised with the Innovation Award for their unique straw tower design. Eleven Year 6 students attended the MVHS Year 6 to 7 Transition Day for Aboriginal students to improve connections with fellow students and the staff at Mount View High School. Cessnock West PS had one student successful in the Galuwa Scholarship program in 2018. With two further students eligible to apply for the scholarship for 2019. Offers to apply for this scholarship are based on student achievements in their Year 5 NAPLAN.

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 & 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 to learn more about their culture. Days included visits to the local high schools and Kurri Kurri TAFE. 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 Caleb Capper, President; Miah Snedden–Clark, Vice–President; Jordan Macey, Secretary and Paige Cuskelly, Assistant Secretary.

MGoals

Cessnock West PS continued and increased our use of MGoals for Aboriginal students in Years 3–6 (www.mgoals.com.au). The purpose of this site is to allow community and schools to connect through the

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

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. A large range of events are organised every year to enable parents to come into our school for different activities including celebratory breakfasts, 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

Multicultural education is embedded in all areas of the curriculum. This allows students to build ongoing knowledge, skills and attitudes needed for their culturally diverse society. All children are encouraged to be proud of their culture and show respect and acceptance of the diversity of cultures. A variety of activities were held throughout the year including NADOIC and Harmony Day celebrations. During the day students participated in multicultural activities, which also included Anti Bullying activities. Students had the opportunity to learn, understand and share information about how Australians are from diverse backgrounds, equally belong to Australia and enrich the existing cultures. The students developed a deeper understanding and empathy towards each other. Throughout the year students were involved in a variety of lessons and activities which involved learning about taking action to help stamp out bullying behaviours. Our trained Anti–Racism Contact Officers(ARCO)worked with students throughout the year to build a greater understanding of cultural diversity and Anti–racism initiatives in the school community.

Other school programs

School Communication

Cessnock West PS employs a number of tools to ensure relevant communication to parents, families and the wider community.

The school Facebook page continues to grow in audience and is the first stop for information for many families. In 2018, Schoolzine was introduced to streamline newsletter production and improve smart phone app communication. This has been highly successful and will continue in 2019. The coloured note system introduced in 2016 has continued and allows

parents to see what is required simply at a glance.

Breakfast Club

Our Cessnock West Public School Breakfast Club has now been running for over 2 years. We have 6 parent volunteers, 7 SLSO volunteers, and 9 teacher volunteers who help our Breakfast Club run. The club is funded and supported by the Red Cross and Foodbank who generously give us most of our food and resources. The club opens each Monday to Friday from 8–9 am in the old canteen. All students are welcome. Our Breakfast Club currently offers Sanitarium cereal, toast with spreads or baked beans/spaghetti, fresh fruit, milo/fruit smoothies/milk, porridge in winter, scrambled eggs made from Tilly and Pip's eggs (our school hens). Our fresh fruit is provided by Wollombi Providore and our bread donated from Baker's Delight. 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 2018 to make it such a success.

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. Our plans for 2019 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.

Premier's Reading Challenge 2018

The Premier's Reading Challenge aims to encourage students to love reading for pleasure. It is not a competition but a challenge to each student to read more widely. 165 students completed the challenge and one of our students earned a Platinum certificate. This certificate is only presented to students who have completed the Premier's Reading Challenge for 7 consecutive years.

Book Fair

This year our school held it's annual Book Fair where students were asked to come dressed as their favourite book character and staff came dressed to the theme of Pirates (including an island, an x and a rat). Over \$7500 worth of books and stationery items were sold during the fair, over 60 brand new books were donated back to the school library and for our efforts, we will receive over \$2500 in commission from Scholastic for the event.

Leap into Learning

Leap into Learning is a transition to school program for

all pre–school children who will be attending Cessnock West in 2019. Currently there are 53 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 love to receive 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 love the "homework" activities and love 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.

iPlay

Throughout 2017 and 2018 Cessnock West has been in partnership with the University of Newcastle to implement the iPlay program. The goal of the program is to provide students with a variety of opportunities to become more active throughout the school day with the aim of improving student's overall motivation and engagement at school. Cessnock West has been provided dozens of lesson plans for different sports and skills including unique warm up activities, skill development and age appropriate games. Further students participated in regular classroom energisers and were given the opportunity to complete active homework tasks.

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 NRL program

Sport

In the sporting arena our school enjoyed significant successes in 2018. School teams successfully competed in cricket, soccer, touch football, softball and netball knockout competitions.

Zone carnivals

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. Cessnock West students represented our school in a number of Zone activities. Thirteen students participated in Zone Swimming. Forty-nine students participated in Zone Cross Country, five represented at regional level. Forty-eight students participated in Zone Athletics and eleven students represented at Regional level.

Cricket

A mixed cricket team from CWPS competed in a well-fought match against Nulkaba in Round 1 of the PASSA tournament. Both teams played with a great team spirit producing some skilful batting and bowling, however, after setting a strong total for Nulkaba to chase down, Cessnock West lost by 5 wickets. While disappointed the team was very excited to have played in such a close match.

School Swimming and Water Safety Program

This year, over 60 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 (2– AustSwim trained) from Cessnock West School and 3 staff supplied from the Department of Education with AustSwim training, taught the students. 1 SLO 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 those 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. Due to the generosity of our great P&C, who paid for the buses, we were able to offer the programme at a greatly discounted price which I'm sure was a fantastic help for our families. Congratulations to those students, and thanks to the staff who attended. A fine effort from all involved.

SRC

Student Representative Council (SRC) 2018 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 'Wear Your Footy Colours Day' where the SRC representatives hosted a student verses teacher and parent touch football game. 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.

Futures Learning

Future Focus Learning has continued in 2018, students have been given additional future focus learning lessons and opportunities to use their 21st Century skills at school and in the wider community. Staff at Cessnock West Public school have been up-skilled in the use of flexible learning spaces, the integration of technology in all curriculum areas and challenge based learning. Using their 21st Century Skills of collaboration, creativity, critical thinking and communication, students worked towards creating real projects. From coding in Kindergarten, stop motion videos in Stage 1, film making and app mashing with green screen technology in Stage 2 and robotics in Stage 3. This year Cessnock West Public School successfully launched Seesaw as an interactive communication tool between teachers, students and parent/carers. Year 5 students were lucky enough to attend the LEGO Australia conference held in the Hunter Valley, where they participated in the 'Build the Change' program. CWPS was the first school in Australia to participate in this initiative. CWPS also had the opportunity to share the great Future Focus Learning programs at the State Principals Conference. 2018 has been a successful year in preparing students with the skills and capabilities to thrive in a rapidly changing world.

Coding/Robotics

During 2018, Robotics has been taught in all classrooms K– 6, where students develop their critical, creative and computational thinking skills. Earlier this year, Cessnock West Public School teachers and students were given the opportunity to hold a stall at the CASE STEM conference, where they networked and shared their knowledge of robotics and coding with other professionals and teachers. Our students showed that their computational thinking is second to none. 2 teams represented our school in the Robocup Junior On Stage competition at Newcastle University where they designed, programmed and choreographed robots to perform a synchronised dance. Both teams did extremely well, making it to the finals. Also representing our school was a team of robotics engineers who programmed a robot to complete complex tasks in the worldwide FIRST Lego League 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 "Strategy and Innovation" award on the day. The students of CWPS have become innovative thinkers as they problem solve and design solutions using robotics and coding.