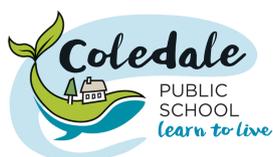


# Coledale Public School

## Annual Report



2018



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## Introduction

The Annual Report for 2018 is provided to the community of Coledale 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.

Tanya Potter

Principal

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### Message from the Principal

I am very proud to present the achievements of Coledale Public School. 2018 saw us commence our new three year school plan and also the completion of our new learning space, which we proudly named 'Gawura' (Ga-war-ah). Gawura is a word from the Dharawal people's language meaning 'whale'. This is so fitting, as our students love to watch the whales go past. The completion of this project has been a major goal for the school – well done everyone!

Our whole school community has been focussed on the goal of raising the expectations and achieve improved student learning outcomes for all students. Our dedicated and committed staff continued to participate in extensive professional learning activities in literacy and numeracy, and improving their teaching practices. As a result, we have continued to see positive improvements in both external and internal results.

Thankfully the staff are always well supported by the parents so we can continue to give our students a variety of experiences. The hard work of the P&C is greatly appreciated, especially in terms of the provision of financial support and support with our educational programs. The P&C events give many parents the opportunity to socialise and develop friendships within the community.

We are very proud of our inclusive and supportive learning community. 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.

Kind regards

Tanya Potter

## Message from the school community

### Coledale P&C Association | Annual Report December 2018

2018 has been an active and productive year for the P&C.

We continued the significant work of the P&C in previous years to see through the construction of the new multi-purpose learning space. This will provide new and enhanced learning opportunities for students for many years to come. The new learning space incorporates a larger, more functional teaching kitchen which will further enhance the school's highly successful Kitchen Garden Program.

This project has been a true team effort, with a number of parents, teachers and the broader community supporting the efforts to complete the new space. While it is hard to single out individuals in such a long-term collaborative effort, I would particularly like to acknowledge the contribution of Margie Rahmann, Chris Kline and Tanya Potter for providing the inspiration for this project and the perseverance to see it through.

Alongside this major infrastructure initiative, the P&C has continued to provide a number of core services to students, parents and the school. These includes:

- **Canteen:** With the generous support of parent volunteers, the P&C has successfully run the weekly school canteen throughout the year. My sincere thanks to Emma Robins, the Canteen Coordinator, and Lisa Little who tirelessly supported the canteen throughout the year. Alongside enhancing the menu and improving the canteen operations, Emma also managed to secure a Healthy Schools Grant for the Kitchen.
- **Kitchen Garden:** As mentioned, the Kitchen Garden Program has been a long-standing initiative of the P&C. The feedback from students on this program has been overwhelmingly positive. The Program covers the practical application of multiple curriculum areas. My thanks to Amy Geddes, who has been a passionate and committed Environmental Coordinator and who submitted a number of successful grant applications that have helped to further improve our environmental programs. Our thanks also to Joanne Chilton for her continued significant contribution to the success of the program.
- **Uniforms:** The P&C continued to provide the opportunity for parents to buy branded school uniforms throughout the year. Thanks to Tahleah Rigden who was the Uniform Coordinator and made a number of improvements to the ordering and payment process.

In addition to providing core services, the P&C has funded a number of other School initiatives, such as literacy and numeracy resources and STEM activities. Our financial support for these important initiatives would not be possible without the fundraising activities of the P&C.

This year the P&C had two primary fundraising activities:

- **Coledale Markets:** We operate the P&C BBQ at the monthly Coledale Markets. The BBQ is a major source of funding and only occurs thanks to the commitment of all parents and carers of children at the school. Our thanks to Lena Dargan for managing this important fundraising activity as BBQ Coordinator.
- **Trivia Night:** We held our annual Trivia Night in October this year. Lana Bright and Carly Elphick did a great job leading a team of volunteers from across the school to put on a fantastic night that raised in excess of \$6,000 for the school. The Fundraising Team also supported a number of other smaller fundraising activities throughout the year. We also acknowledge the fantastic support of local businesses and community organisations. Our Trivia Night would not be possible without the generosity of local businesses who provide prizes, auction items and other in-kind benefits. Our partnership with Earth Walker & Co., who regularly purchase produce from our Kitchen Garden, has been instrumental in contributing to this important initiative. Finally, IGA Thirroul and Bunnings Bellambi have been strong supporter of P&C initiatives during the year.

The P&C has also been an active representative of parents in school planning. This year, the P&C provided a parent representative on the recruitment panels for new teaching staff. This provided the P&C with valuable insights into this key school function and hopefully assisted the teaching staff in providing an external perspective to the recruitment process. During the year, we also launched a Learning Sub-Committee of the P&C to provide closer engagement with the school on key learning initiatives.

I would like to acknowledge the commitment and support of the P&C executive throughout the year. This has included Lauren Boers (Treasurer), Lara McCabe (Vice President) and Karen Bohm (Secretary). While our membership base has never been stronger, with almost 40 paid members, we still heavily rely on the executive and volunteer coordinators.

Finally, I would like to thank the teachers and staff of the school. As a small school, we are incredibly thankful that the teachers and staff are so passionate and committed to providing our children with the best learning and social environment. The teachers have ensured that our children have the opportunity to participate in a diverse range of activities – including the Choral Festival, Tournament of Minds and PSSA sports. While it is clearly a team effort, I would like to express our great thanks and gratitude to Tanya Potter for her leadership of the school over the year.

5 December 2018

### Message from the students

*2018 has been an amazing year in all fronts from sporting to the classroom as well as fundraisers and the garden. We've accomplished many things this year and we couldn't have done it without any of the teachers or parents, so a big thanks to everyone.*

*Our sporting achievements this year were massive. We had many students represent us at district and regionals swimming, cross country and athletics. It was the best sporting year Coledale had seen in a long time. Our school did well in the tally points at district, in both athletics and swimming*

*This year we participated in the Illawarra choral festival. It was an amazing experience and we learnt many new skills about singing in the choir. It didn't matter if you weren't the most confident singer, you were always in a group. We learnt to rely on our friends, and if we messed up everyone would keep singing. It was so much fun and we hope to do it for many years to come.*

*This year we were also very successful in the garden. We opened our new multi purpose room called Gawura. This was a massive success as we have been trying to finish it for a long time. In this short time that we have had it, it has proven to be tremendously helpful for many things and is an awesome addition to the school. We also won awards such as the Best Ongoing Environmental Program.*

*This year the Year 6 class of 2018 organised a market day to raise money for a present towards the school before they moved onto high school. There were so many great stalls like: spooky spiders, the crime scene, NIRL, hydro energy, colourful candy and CLC's cakes and Co. We raised \$1100 dollars and it will go towards blazers so people going to public speaking or debating will represent the school and also some furniture for our new learning space. A big shout out to all the parents who bought things for their child's stall it was a huge help!*

*Thanks for equipping us well as we head off to high school. Our fondest memories of school will always be those from the many wonderful learning experiences we have had at Coledale PS. Best of the luck for the future.*

*Scout Tardent–Tong and Lenny Golding School Captains 2018*

## School background

### School vision statement

To enable students to achieve their academic potential, be aware of others, their environment and to become confident global citizens.

### School context

Coledale Public School is situated on Dharawal Country and pays respect to the Wodi Wodi people, the traditional custodians of the land on which the school is located.

- Our school is positioned between the escarpment and the sea and allows us to create direct links between our environment and our classroom programs. The school has a long association with the Coledale community with its motto 'Learn to Live'.
- Coledale Public School proudly delivers quality Public Education for the children of families in the coastal community of Coledale in the northern suburbs of Wollongong. Student attendance continues to be high, reflecting ongoing positive student participation in school activities. We have dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve wonderful results, at the same time providing a caring and safe environment.
- Our school community is very active and informed, with the P&C association providing strong financial support for a variety of curriculum programs.
- We are a proud member of the Seacliff Community of Schools. Our curriculum provision is enhanced as we deliver joint programs, shared educational opportunities and participate in professional development activities.

## 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 and participated in external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

As a result of our rigorous self–assessment in the domain of **Learning** our on balance judgement is that we are Delivering in two areas – Wellbeing and Student Performance Measures. We believe we are Sustaining and Growing in the other four areas – Learning Culture, Curriculum, Assessment and Reporting.

In Wellbeing we feel we need to improve our school–wide collective responsibility for student learning and success. While in Student Performance Measures, although we have made improvements this year, we need to gain greater consistency in our internal and external performance measures. We are going to investigate being involved with more external measures against syllabus standards.

The learning culture at our school has improved greatly and it is noticeable. However, we must continue to strive as a whole community to display high expectations and attend school each day. For some, living in a coastal town with money to explore the world, their aspirations and consistency of attendance decline, perhaps to the detriment of learning outcomes. We want effective partnerships in learning, with our whole community, where students are motivated to deliver their best and continually improve.

As a result, our overall judgement is that we are **Sustaining and Growing** in the domain of **Learning**.

In the domain of **Teaching**, the self–assessment process has led us to an on balance judgement of Delivering for the areas of Data Skills and Use and Professional Standards, while we are Sustaining and Growing in Effective Classroom Practice and Learning and Development.

Our use of data needs to be comprehensively used in all classrooms on a regularly basis. Although we have made improvements, consistency and further development of effective use of data for planning, teaching and analysing will

help us to progress positively. While in the area of Professional Standards we have more to do in the monitoring and effective use of our PDP's.

In Effective Classroom Practice we could make further improvements with feedback and the use of formative assessment so the strategies are being utilised across all the key learning areas, not just literacy and numeracy. Although the management in classrooms and explicit teaching is occurring we need to ensure it is happening through a whole school approach and with greater consistency. Each individual teacher has areas of development and they are making progress but we need to keep encouraging and supporting each other to make the positive gains. The effective use of QTSS funds for mentoring and coaching to occur on a regular basis holds the key to success in this area.

As a result, our overall judgement is that we are **Delivering** in the domain of **Teaching**.

In the domain of **Leading**, the self–assessment process has led us to an on balance judgement of Delivering for Educational Leadership while we feel we are Sustaining and Growing for the areas of School Planning, Implementation and Reporting, School Resources, Management Practices and Processes.

To make further gains in Educational Leadership we will need to inject further investments into instructional leadership and our staff should seek further opportunities to improve their skills, knowledge and performance.

Although we are administering and fulfilling our school plan and by doing so, it is allowing us to see improvements across our school, we need to ensure as a whole school we are always striving for continuous improvements. Our administrative systems have undergone many changes, especially with the many changes that the DoE has implemented but as a school we need to be more reflective and responsive.

As a result, our overall judgement is that we are **Sustaining and Growing** in the domain of **Leading**.

Our self–assessment and the external validation 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

Evidence Informed Practice

### Purpose

Teachers as committed educators lead learning through evidence-based, cohesive and consistent practices to challenge and support all students to reach their potential.

### Overall summary of progress

#### Quality Teaching – 2018 Goals

- Literacy professional learning was provided for Early Stage 1 and Stage 1 teachers in L3 and Focus on Reading for Stage 2 and 3 teachers to develop teaching strategies in reading across the school.
- To build the capacity of staff to improve writing outcomes we collaboratively planned short sharp focus teaching.
- As a staff in numeracy we utilised the SENA tests to help identify the learning focus areas for our students.

L3 training was completed and the students results were very pleasing with the majority of students reaching expected or beyond year expectations. We completed two of the modules for Focus on Reading and our trainer completed her training. This program will need to be completed in 2019, depending on staff needs.

The staff liked the short, sharp focus approach to teaching writing and found the students responded favourably to it as it allowed them to feel success in some aspects. It makes sense to strive for improvements across the school and support one particular aspect at a time. This idea of short, sharp sprints will be continued next year.

#### Personalised Learning – 2018 Goals

- All staff increase their understanding of formative assessment practices and how to best use them effectively to inform their teaching and improve each students outcomes.
- Educational leadership encourages staff to be reflective about their teaching practice and collaborate with their colleagues to improve impact on student achievements.
- Teachers knowing where there students are and what next to improve performance and at the same time giving student opportunities to be instructional resources for each other.

Teachers spent time in professional development sessions completing the Dylan Wiliam modules. They are all using strategies in their classrooms with varying degrees of confidence. The benefits of the use can be seen when the students complete exit slips and staff make adjustments to teaching based on feedback and reflection. Staff completed some basic training on using the new progressions and plotted their students in a few aspects areas using PLAN 2 at the end of the year. Further development will be needed in 2019. A subscription was purchased for the ACER Testing modules for PAT Maths and Reading to gain further data for all students.

#### Connected Learning – 2018 Goals

- Teachers will develop, plan and teach STEM units to their classes..
- Teachers will continue to refine and adjust the conceptual framework for history and geography that were developed last year. These units will be taught to year groups.

We have continued to connect learning for the students. Teachers developed STEM units and often used the connected science units as a basis to begin. This allowed staff to utilise something they were confident teaching and also allowed them to modify the activities and include other areas into the study. A couple of staff that were confident created units from the theme they had chosen. The students were very engaged and enjoyed the opportunity to connect their learning to other areas of the curriculum. The design process was utilised in all classrooms during the year with some aspects of the students learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff compose class and individual profiles based on data collected and use them to design and modify teaching programs.	QTSS funding has provided time for the teachers to complete their profiles.	Teachers use tracking resources for their class. The data is used to modify learning tasks to meet the needs of each individual.
Staff effectively using formative	Professional learning funds	Teachers have completed modules of the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and summative assessment strategies to inform practice and collegially plan eg. 'pulling the threads' from the progressions.	used to support formative assessment practices.	Embedding Formative Assessment professional development pack.  Teachers also participated in short sharp focus programming in the area of writing. Students results reflected improvement in the focus area of sentence structure.
Increased proportion of students achieve expected growth in literacy and numeracy as measured by internal and external measures.	Professional learning funds used to support data analysis time for teachers.	In terms of our NAPLAN results our school exceeded the state average for at or above expected growth in grammar and punctuation, reading and writing. We need to show improvement in spelling and numeracy.
An increase in the effective use of the conceptual framework to engage learners in cross curricular units.	Nil funds	Teachers all created and taught a STEM unit and the students thoroughly enjoyed the learning.  We continued adjusting and teaching the conceptualised units we developed for history and geography.

## Next Steps

- We will continue to analyse and interrogate our school data – school based and external assessments. Teachers will collaborate on the areas they need to target to improve individual and collective data.
- We will direct professional learning sessions and our learning conversations to expand teachers knowledge on strategies they can employ in their teaching practices in response to the learning needs of their students.
- Continue to track and use data to improve learning outcomes for the students as well as deepen knowledge and understanding of learning progressions and PLAN 2 for the teachers.
- Teachers and students will continue to strive to connect their learning through further development of units that encompass a number of areas of the curriculum.



## Strategic Direction 2

### Shared Culture of Learning

#### Purpose

Fostering a shared responsibility and high expectation that every student in our care will be actively engaged in learning, that increases their capabilities, leadership and skills to thrive now and in the future.

#### Overall summary of progress

##### Leadership– 2018 Goals

- Students will be given opportunities to develop and demonstrate their leadership skills through our Student Representative Council, Young Leaders program, School Leaders, Monitors – environmental, organisational, library and also through our buddy class programs.
- Staff will be afforded opportunities in leadership through the various opportunities to lead programs and events. They will also be well supported in striving for their accreditation goals and the achievement of their Performance and Development Plan.

Throughout 2018 we provided the students with many opportunities to develop their leadership skills, especially through the use of our buddy program. Our Young Leaders in Year 5 did a wonderful effort bringing the school community together to support their fundraising efforts with a cakes stall and mufti day to achieve their goal of providing the school community with a refrigerated water filling station. Our environmental program also provides opportunities for students.

Staff were also given many opportunities to lead programs and develop through their commitment to their own personal performance and development plans. We are striving to achieve our goal of all our staff and students possessing growth mindsets and a real sense of belonging in our school community .

##### Holistic Approach– 2018 Goals

- Students will be provided many opportunities to flourish and shine through sport, cultural events and enrichment programs such as TOM (Tournament of Minds).
- We will continue to foster the well being of our students through high expectations of their behaviour through our PBL program and staff will consistently implement positive rewards and our discipline policy.
- We will continue to implement our kitchen / garden program as well as teach students in a practical way how to keep their environment thriving.

The results of our Tell Them From Me survey showed us that 97% of our students in Year 4–6 felt they valued school and felt it was preparing them well for the future. 88% of students also reported that they felt they never got in trouble for disruptive behaviour. This increase has been noticeable in classrooms where students in general are more focused and engaged in their learning. The opening of Gawura towards the end of the year certainly gave our kitchen side of our program a big lift. Students were given opportunities to develop their sporting skills through the Sporting Schools programs we conducted in orienteering, netball and hockey. Our students also entertained their parents in a wonderful display of individual and group talents at our performance night.

##### Future–focused skills– 2018 Goals

- Teachers will gain understanding of ways of developing students Critical and Creative Thinking skills and then implement in their classrooms.
- Students and teachers will gain further knowledge by participation in coding sessions conducted by SCOPE IT.
- Design processing skills will also be enhanced through problem solving, STEM and technology projects such as film making.

The students general capability knowledge and skills have increased through the use of CCT daily crunches in the classroom. The teachers have found that the students creativity has also increased with the use of the tasks. The disposition focus has been enhanced with Captain Disposition appearing randomly throughout the school year. Coding sessions were once again well received by students and teachers. This also lead to further classes expanding their lessons especially with the 'buddy' class projects where teachers could support each other. Two classes participated in

the Film on the Coast project where they made some wonderful films and two were featured at the Premiere night held at Anita's Theatre.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have individual Performance Development Plans linked to the school's strategic directions and standards.	Professional learning funds were directed towards sessions that staff completed to achieve their plans.	Staff reviewing their PDP and taking a reflective look at their progress.
Increased levels of engagement, respect and enrichment are evident in class practices and across the whole school.	Nil funds needed	Our PBL data has shown a decrease in negative behaviours and students in the Tell Them From Me survey have indicated 94% are interested and motivated in their learning.
Students seek opportunities to display their creativity and are making progress on the Critical and Creative Thinking Learning Continuum, as evidenced by their results in learning assessments.	CCT Course attended on our SDD and professional learning funds were used to pay course fees.	Students pre and post tests revealed a positive growth in creativity and problem solving abilities.  Further tasks and development of skills will be needed to ensure students adopt the dispositions of learning next year.

### Next Steps

- Continue to develop the students understanding of growth mindsets and the disposition skills as learners so they can use the strategies to be successful learners.
- Our Kitchen garden program will continue and with our larger space dining can now take a focus as well. We may consider including Year 2 in our program in the future if they are in 2/3 composite classes.
- Our leadership opportunities will continue especially in environmental education, Young Leaders, school leaders, SRC and school monitors.
- Creative opportunities will be given to students as well as problem solving through programs such as TOM.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3 776 – SLSO wages to support students.	Review of PLP with parents and students were conducted. The students had made great gains in terms of their academic achievements. Positive gains had also been made in terms of self confidence and the creative and social domains.
<b>Low level adjustment for disability</b>	\$ 8 429 Flexible funding used to purchase SLSO/ teacher support for students with identified needs.  \$20 823 LaST support in classrooms.	MacqLit has been a very positive inclusion into our school. The students that received the support were able to clearly demonstrate greater confidence in the classroom with their reading, spelling and in some aspects their writing. Other students with identified needs also had made positive progress to achieving their learning goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.235 QTSS Teacher – \$24 467	The funding was used to support the implementation of the Dylan William Formative assessment package and observational rounds. Teachers also enjoyed collaboratively planning each term and began tracking students progress with the PLAN 2 software.
<b>Socio-economic background</b>	\$3 393 allocation for the year.	Funds used to support students with identified needs using an SLSO officer. The class teacher and Learning Support Team analysed data to ensure the learning progress of all students was tracked and support was directed to those in need. Some financial support was also needed to ensure students all had equal access to educational experiences.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	68	70	75	83
Girls	71	71	63	66

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	96.7	95.9	97.1
1	95.9	95.6	97.4	94.4
2	95.8	95.3	96.6	96.2
3	96	94.9	95.3	94.5
4	94.1	96.7	95.1	93.9
5	95.4	95.9	92.8	92.4
6	95.3	94.6	95.7	94.3
All Years	95.3	95.6	95.5	94.6
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

School attendance remains stable, although many of our students still apply for Extended Leave – Travel. Many parents tend to take their children to have educational experiences overseas and inter state during school term. Attendance is closely monitored by the Principal and with support from the SASS team and the LST. Support is sought from the Department's Home School Liaison Officer if required.

## Class sizes

Class	Total
RED	22
YELLOW	23
PURPLE	24
GREEN	26
BLUE	26
ORANGE	26

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.79
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.61

\*Full Time Equivalent

We do not currently have any workforce members who identify as having an 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	0

### Professional learning and teacher accreditation

Targeted, linked and evidenced based professional learning was undertaken in 2018. Professional learning included workshops, collaborative planning sessions and data discussions. The priority areas for professional learning in 2018 were literacy with L3 training, Focus on Reading, formative assessment using the Dylan William Embedding Formative Assessment Professional Learning package. Project and data informed practices with collaborative planning and development of units were also a priority. A full

cycle of the Performance and Development Framework was implemented. All professional learning was linked to systemic priorities and personalized needs, and as identified in our School Plan. STEM and project based learning also featured in our learning as our school was part of the STEM Action project. We also had professional learning sessions to ensure all mandatory training was completed for student welfare and emergency training.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	93,341
<b>Revenue</b>	1,322,832
Appropriation	1,220,076
Sale of Goods and Services	265
Grants and Contributions	99,416
Gain and Loss	0
Other Revenue	946
Investment Income	2,129
<b>Expenses</b>	-1,302,284
Recurrent Expenses	-1,302,284
Employee Related	-1,115,985
Operating Expenses	-186,299
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	20,548
<b>Balance Carried Forward</b>	113,889

Our school's financial management processes and governance structures adhere to the financial policy requirements of the Department. In 2018, there were no unusual spending patterns to report. We replaced three interactive whiteboards, increased our laptop bank by 15, our iPads by 7 and placed some funding towards the completion of our new kitchen building. We have also been putting aside funds so we can try and resurface our hard surface playground in the near future, perhaps by securing a 50/50 grant from assets.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,071,983
Base Per Capita	26,685
Base Location	0
Other Base	1,045,298
<b>Equity Total</b>	37,067
Equity Aboriginal	3,776
Equity Socio economic	3,393
Equity Language	646
Equity Disability	29,251
<b>Targeted Total</b>	61,090
<b>Other Total</b>	25,251
<b>Grand Total</b>	1,195,390

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's average when compared to schools with similar students showed Year 3 was above in Reading and similar in Writing, Spelling and Grammar. While Year 5 was below in Spelling and similar to the other schools in Reading, Writing and Grammar.

In terms of growth At or Above expected levels between Year 3 and Year 5, we had 63% of students demonstrated this in Reading, 54% in Spelling, 59% in Grammar and 68% in Writing. This is clearly an area we will need to continue to strive to improve, as our goal is to have 100% of students achieving growth At or Above the average.

Our school's average scores when compared to schools with similar students showed Year 3 was substantially above in Numeracy while Year 5 were below. Year 3 average student scores have increased from Band 4 to Band 5 while Year 5 average student scores have remained in Band 6. Student growth between Years 3 and 5 in Numeracy has been steady but is below the level of growth experienced in schools with similar students.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In terms of the Premier's priorities we have increased the percentage of students gaining the top two bands with 70% of Year 3 students gaining this for Reading in 2018, compared to 62% in 2017. While Year 5 had 50% of the students gain the top two bands for Reading in 2018, compared to 43% in 2017.

In terms of the Premier's priorities we have increased the percentage of students gaining the top two bands with 65% of Year 3 students gaining this for Numeracy in 2018, compared to 45% in 2017. While Year 5 had only 13% of the students gain the top two bands for Numeracy in 2018, compared to 31% in 2017.

Our school has less than ten Indigenous students so therefore we are unable to comment on our students performance in this area.



### Parent/caregiver, student, teacher satisfaction

While no formal survey to gather parent/ caregiver, student and teacher satisfaction was conducted, the school has a strong understanding of how the community believes the school is performing. Due to the nature of our small school the staff have developed strong relationships with parents and the school regularly engages with parents about their children and how they are progressing at school. Parents are able to raise and discuss issues at P&C Meetings as well as meeting privately with staff or the principal.

Students are regularly asked to provide feedback on their learning and school events. Year 6 students contribute to the planning of school events and activities and are often involved in running activities at school.



## Policy requirements

### Aboriginal education

Coledale Public School recognises the Wodi Wodi people of Dharawal country in the Yuin nation as the traditional custodians of the land on which our school resides. Our school acknowledges this at regular school assemblies, the annual presentation assembly and special events. Aboriginal history and traditional culture reflected in our everyday life are also discussed and taught where appropriate within our class units of work.

Our school is committed to improving the educational outcomes and wellbeing of all our students, especially those of Aboriginal and Torres Strait Islander background. By developing and implementing Personalised Learning Plans for all our students we ensure that equitable, culturally inclusive and significant educational opportunities are offered to help them achieve their full potential.

Each year students participate in learning tasks associated with the celebration of NAIDOC and Reconciliation Week. Students are also immersed in cultural awareness lessons in history, geography and visual art.



### Multicultural and anti-racism education

Coledale Public School implements a culturally inclusive curriculum. We celebrate the diversity of language, religion and cultural influences within our society. Tolerance and acceptance of differences found

in individuals, within families and communities are a focus of units of work taught in our classrooms. As a school we always celebrate Harmony Day and complete activities to reinforce the 'sense of belonging regarding of differences'.

Our school has a qualified ARCO officer and we also reflect anti-racism education in our teaching units. It is further reinforced through our values of respect, responsibility and engagement which are our key focus areas for our school positive behaviour for learning.

### Other school programs

The school has continued to implement our Kitchen/Garden program. This saw students in Years 3–6 move into our outdoor classroom space or into the kitchen three times per term. Our garden teacher, Mrs Chilton, also coordinates the maintenance of the garden between our regular sessions with parents and students assisting.

At the end of Term 3 our new learning space was open and named 'Gawura', an Indigenous word meaning whale. This was a very appropriate name for our school with our students always scanning the ocean for signs of whales swimming past. The name also provides a link to the original Indigenous owners of the land upon which our school stands.

The new kitchen is a welcome addition to our school and the community is very proud of it, especially as it was the key fundraising project for the past 5 years for the school. The last few lessons of the year were held in the new space and it was lovely for the students to have enough space to all be involved in the cooking and dining. Our program once again received an award at the WCC Rise and Shine awards for the Best Ongoing Environmental Program. Our students love the program and rate it very highly with many saying it is their favourite lesson when asked to name a highlight in school surveys.

Many thanks to Joanne Chilton our SLSO that manages the garden. Her coordination of parent volunteers, students and staff ensures the community remain focused on the environmental benefits of delivering a program to our students. It is not an easy task and I know the program contributes enormously to the holistic development of our students. The students enjoy the 'hands on' aspect of our program and the opportunity to cook some food from produce they have planted and nurtured.