

# Cessnock East Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Cessnock East Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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### Message from the principal

The 2019 school year began with a fond goodbye to Kim Sweeny, who was the principal of Cessnock East Public School for 13 years. Mrs Sweeny left the students and staff in good stead, and the continued vision for the students of Cessnock East to aspire, believe and achieve in their educational journey has continued.

After beginning the year with such a momentous change in leadership, the theme of change within the school continued with the implementation of *It's Your Choice* – the new well-being policy. Designed by both students and staff, this new policy gave students the opportunity to adjust their learning and behaviour choices throughout the day. With a focus on valuing the efforts of students to be risk takers, to learn from their mistakes and to aspire to do better in their learning, *It's Your Choice* recognises effort and attitude towards learning, not just the behaviours seen inside the classroom. A student survey at the end of the 2019 year showed over 80% of students felt they had a positive mindset and were more resilient in their learning.

A crucial element necessary for success in the program was parent/carer support. Feedback from the school community was very positive, as parents valued the communication from teachers, both positive and negative as they were more aware of their child's learning and behaviour choices in the classroom. 2019 saw the first Celebration Day, where the students who continually made positive choices in their learning and behaviour were acknowledged by being invited to join a day of celebrating outside of the classroom.

The passionate and hard-working staff at Cessnock East continued to deliver high quality education through a variety of energetic and innovative programs in project based learning. By combining creativity with initiative, the whole school musical Rock Bottom was not only a teaching and learning focus in the classroom, but a musical success within the entire school community. The event made great use of the expertise of parents and carers with skills such as costuming, fund raising and designing and the performances showcased the talents of every student at Cessnock East.

ProjectNEST once again offered the staff of Cessnock East the opportunity to share their knowledge about project based learning with the wider educational community. In 2019, a more diverse variety of staff members delivered to an audience in the categories of both Expert and Novice and provided professional development to a range of primary and high school staff.

In 2019 the school was part of a pilot program to improve school attendance data by refining systems and procedures within the school. Working collaboratively with other schools in the Cessnock area, attendance procedures were refined and communication with parents/carers greatly improved. This resulted in attendance for all students improving in Term 4.

Cessnock East Public School continues to be a proud member of the Cessnock Community of Great Public Schools which helped to found CASE – Cessnock Academy of STEM Excellence. There are now 10 Academies of STEM Excellence established around the state, based off the model that CASE developed.

Cessnock East Public School is wonderful school to work in. At the heart of every staff member is the belief that every student can aspire, believe and achieve and as a school community we will continue to work tirelessly to ensure every

student is known, valued and cared for.

Kristin Culley

# School background

## School vision statement

***At Cessnock East Public School we will facilitate future focused learners to ignite the spark of curiosity, creativity, high expectations and a growth mindset.***

Cessnock East promotes a learning environment that inspires children to reach their full potential.

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

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

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

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

Our vision requires staff and leaders who:

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

## School context

Cessnock East Public School's aim is to provide a learning environment that builds on children's natural curiosities.

Students are at the centre of all decisions made in collaboration with community. The school is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1–1 iPad scheme, computer lab and laptops throughout the school as well as an Innovation Space ensures students have access to and interact with a variety of technology. Our school is also actively involved in CASE– Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 251 students divided into 10 classes. 32% of students identify as Aboriginal. The school's core values are Respect, Responsibility and Striving for Excellence.

The staff consists of a Principal, 2 Assistant Principals, Instructional Leader, 11 teachers, Librarian, 8 Learning Support Officers, School Administration Manager, School Administration Officer and School Counsellor.

The school's ICSEA at 865 shows a socio economic spread with 73% in the lowest quartile and 2% in the highest. The NSW DoE measure of family occupation and education index (FOEI) is 170.

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

Data indicates that our Early Action for Success strategy has been successful with from 32 to 58% of students in Year 3 being in the top 2 skill bands. Growth from Year 3–5 and Year 5–7 should be the focus for 2018–2020.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Excellence in Literacy and Numeracy through Innovative and Creative teaching

### Purpose

To foster a school wide commitment to:

- Data informed, collaborative and evidence based pedagogy
- Stimulating and authentic learning experiences
- Make strategic choices about use of technology to enhance teaching
- Focus on developing skills of creativity, curiosity, critical thinking and problem solving
- An accountability of student learning by ensuring professional learning becomes embedded in classroom practice
- Engage in professional learning that becomes embedded in classroom practice.

### Improvement Measures

• 2020 – Increase the proportion of students in the top 2 skill bands of NAPLAN across areas of literacy and numeracy by 10% from 2017 base line data.

• Achieve growth comparable with state for students in Year 3–5 and Year 6–7 across the areas of literacy and numeracy as evidenced by NAPLAN

By the end of the school planning cycle

- Creative and critical thinking is explicitly documented in teaching programs
- Classroom programs and classrooms demonstrate evidence of use of critiquing strategies
- Evidence of diverse use of technology in teaching programs that reflect improved student outcomes.

### Progress towards achieving improvement measures

#### Process 1: Early Action for Success

Raising expectations and enhancing the quality of student learning by:

- Early interventions in place for students at risk
- Expectations and targets for learning are clearly communicated and displayed as learning intentions
- Individual student progress is monitored and assessed against literacy and numeracy progressions and syllabuses.

Evaluation	Funds Expended (Resources)
<p>Instructional Leader used Best Start Kindergarten and PLAN2 data to identify students at risk and to design interventions to be implemented by Interventionist and Student Learning Support Officers. Instructional Leader worked shoulder to shoulder with teaching staff to improve teaching practice K–2. Instructional Leader designed fluid and flexible timetables to direct support staff to work with students/classes identified through data.</p> <p>Instructional Leader delivered professional learning to all staff to build understanding of learning intentions and success criteria. Every classroom displayed Bump It Up walls to promote visible learning and to help students to understand how to direct their own learning. It was a school-wide expectation that all classroom teachers displayed and discussed learning intentions and success criteria for all literacy and numeracy lessons.</p> <p>Individual student progress was monitored in a 5 week data collection cycle, with Guided Reading levels monitored weekly. Analysis was carried out by the Instructional Leader and used to inform "Where to next?" for school targets, timetabling, support staff allocation and resource purchasing. Data was used to determine direction for whole staff professional development.</p>	<p>Equity funding – Interventionist</p> <p>Instructional Leader</p> <p>Professional Learning Funds</p>

#### Process 2: Teacher Development

Sustain and grow a whole school teacher development system that promotes support and showcases

## Progress towards achieving improvement measures

**Process 2:** the most effective and innovative teaching strategies. The school ensures teaching and learning programs address individual students needs, ensuring all students are challenged and future focused with teachers as facilitators of 21st Century learning. Encourage an outdoor component to learning with the introduction of REAL Outdoors.

Evaluation	Funds Expended (Resources)
The teacher development system was refined to match teaching goals identified in PDPs with observation opportunities for teachers within staff. Aboriginal funding was used to employ an experienced teacher to mentor staff in how to use data to develop differentiated mathematics lessons. The instructional leader worked shoulder to shoulder with staff to showcase the effective and innovative teaching strategies in literacy and numeracy. Blue Sky Days continued to provide opportunities for collaboration and sharing of best practice when planning projects linked to real world learning and which fostered connections with the community. Aboriginal funding was used to construct and resource a multi-tiered sandpit, the purpose of which is outdoor learning. The construction of a new village green provided another space for outdoor learning opportunities.	Instructional Leader  Professional Learning Funds  Aboriginal Funding

**Process 3:** Technology

Modernise technology infrastructure and embed innovative pedagogy to achieve optimal learning outcomes for all students with an emphasis on STEM.

Evaluation	Funds Expended (Resources)
2019 saw students continue to be provided with 1–1 iPads. The previous buy–back system for parents concluded in 2018, so there were less funds expended on purchasing new iPads in 2019. The school contributed to the CASE Academy funds to ensure the continuation of STEM opportunities for students within the Cessnock High School feeder school areas. Funds were used to provide extra–curricular opportunities for students in STEM based learning activities such as the Jaguar Challenge and the EV Car Challenge. The computer lab was remodelled to create a more open learning space and storage was purchased for technology equipment. A student learning support officer was used to update technology and to solve problems with iPads . New laptops were purchased to assist staff to implement technology in their classrooms.	Equity Funding

## Strategic Direction 2

Curious and engaged students immersed in future focused learning

### Purpose

We believe that students need to be an integral part of the learning process. Students who feel safe and secure in their learning will become risk takers, thus developing confident, creative citizens of tomorrow. For each student to be successful the school needs to be responsible for the learning needs of all students. Students need to know where they are (assessment), where to go next (learning goals) and how they will get there (success criteria).

Students also require the skills of creativity, innovation, critical thinking and problem solving in their learning as well as being able to use technology to enhance, engage and support their learning.

### Improvement Measures

Based on deep thinking skills rubrics, teachers report that through dynamic programming there is increased levels of creativity and innovation in their classrooms. Students are engaged in innovative learning opportunities to be critical and creative thinkers.

Increase student participation in school based activities outside of the curriculum to develop authentic global citizenship.

### Progress towards achieving improvement measures

#### Process 1: Syllabus Implementation

- All teachers engage in professional learning to develop deep knowledge of NESA syllabuses
- Planned opportunities for teachers to observe practice of others and to work collaboratively to develop shared understanding of curriculum.

Evaluation	Funds Expended (Resources)
Select staff received professional development in the implementation of the new PDHPE syllabus and used staff meetings to upskill all teaching staff at Cessnock East. Implementation of the new Science syllabus continued, with analysis and modifications to the scope and sequence completed where necessary. Staff meetings and stage meetings were used to provide opportunities for deep dives into targeted syllabus documents. This gave experienced staff the opportunity to share best practice with beginning teachers. Time was allocated for staff to observe each other in an area identified for improvement in their professional learning plans.	Professional Learning Funds

#### Process 2: Innovative, authentic and future focused learning

Teachers work collaboratively to deepen their professional knowledge and practice in order to:

- Assess 21st Century capabilities
- Use learning spaces according to purpose and adapt teaching pedagogies accordingly
- Build a systemic culture that is creative and innovative to promote achievement
- Develop innovative teaching programs which set high expectations for student learning.

Evaluation	Funds Expended (Resources)
Executive staff participated in training in Learning Sprints to improve assessment and feedback practices in classrooms. This became a required goal in the Performance and Development plans of all teaching staff. As part of project based learning, room critiques were used to ensure learning spaces within classrooms were being used to suit their purpose. Implementation of the new well-being policy, <i>It's Your Choice</i> , was used to encourage and recognise achievement in learning by every student in the classroom and to recognise and promote students to be creative and curious learners. Teaching programs continued to be creative in design, and student achievement was monitored closely through the use of target setting and benchmarks.	Professional Learning Funds



## Strategic Direction 3

Leaders and community learning for today and tomorrow

### Purpose

Positive relationships are the core of a successful school today and tomorrow. Together we set high expectations and plan strategies to enable our students to grow into active and informed citizens locally, nationally and globally.

Our commitment to our students, parents and members of the community is that the school will be a teaching and learning environment that enables the development of students who Connect, Succeed and Thrive.

### Improvement Measures

- Over 80% of parents using online platforms to engage positively in school events and their child's learning

### Progress towards achieving improvement measures

#### Process 1: Engagement

The school is recognised as a highly professional learning community providing a range of opportunities for community to engage with all aspects of school life.

Evaluation	Funds Expended (Resources)
<p>Increased proportion of parents/carers are using Seesaw to be involved in their child's learning within the classroom. Skoolbag app is now used to deliver school newsletters and updated messages to the school community, replacing the need for printed newsletters every week. Technology workshops on Seesaw and Skoolbag have continued to be part of Kindergarten Orientation. School community attendance at events such as the Easter Hat Parade and Bookweek was improved. Parent/Carer attendance at Grandparents Day saw over 80% of students have a family member attend. Student led conferences to discuss reports again had over 80% of families participate.</p> <p>Parents/Carers were invited to an information session on the new well-being policy <i>It's Your Choice</i>, with a variety of family members participating. 100% of the school community were also invited to participate in the end of year survey questions regarding parent/carers satisfaction with the school.</p>	Equity Funding

#### Process 2: Leadership

Strong educational leadership resulting in sustained and measured whole school improvement is characterised by a culture of high expectations, strong instructional leadership and recognition of teacher quality.

Evaluation	Funds Expended (Resources)
<p>Strong educational leadership drives the 5 weekly cycle used to analyse data and measure whole school improvement against high, but achievable benchmarks. Analysis of data informs executive led stage meetings and drives teaching and learning programs. Staff and stage meetings are all focused on developing professional learning of staff. Opportunities to evaluate school progress against SEF also provides future targets for school executive. Executive meetings are used to look at areas for school improvement, area for teacher improvement and to target specific areas of student learning. As a requirement of the Professional Learning Plans, staff identify teaching strengths and areas of expertise in other teachers and this is used to provide instructional leadership to mentor, model and upskill staff to improve teacher capacity.</p>	Instructional Leader Executive Staff Equity Funding

## Progress towards achieving improvement measures

### Process 3: Connected technologies

Staff trained in using technology to enhance student learning and connecting with the broader community to prepare for the future

Evaluation	Funds Expended (Resources)
All teaching staff attended the STEM conference to improve their technology skills and understanding of how technology can be used to enhance student learning. The Robo Cup team of students from Cessnock East shared their skills with the community during the CASE Showcase.	Equity Funding

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$176292	<p>All Aboriginal students have a PLP and their progress is being monitored against benchmarks for Literacy and Numeracy using PLAN2.</p> <p>All students were involved in the Culture Strong program delivered by workers from Youth Express.</p> <p>Time was allocated to release a classroom teacher to co-ordinate the successful Jarjums Aboriginal Education Team and to manage meetings with the local AECG. Students were supported to participate in leadership opportunities delivered by the AECG at partner high schools and staff members were released from their classes to facilitate these days.</p> <p>The school used Aboriginal background funding to employ a teacher part-time to support Aboriginal students. A Student Learning Support Officer was also employed to work in classrooms to support students.</p> <p>Aboriginal funding was used on resources such as the construction of the multi-tiered multi-use outdoor learning sandpit and equipment for the students to use when playing and learning in the sandpit.</p> <p>Funds were used for professional learning of staff in the Connecting to Country program.</p>
<b>Low level adjustment for disability</b>	\$74701	<p>These funds were used to employ the Learning and Support Teacher (LaST). All staff continued to receive support or training in learning adjustments as well as participating in the National Consistent Collection of Data on students with disabilities. Through flexible timetabling individual or groups of students were provided with support in their literacy and numeracy needs. Staff were also provided with support to help develop and implement ILPs and IEPs.</p> <p>The learning and support team meet regularly and work closely with both staff and families to ensure that every student has the necessary adjustments in place to enhance their learning.</p> <p>Time was provided for the LaST to develop a new policy to enhance the Learning and Support processes.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$37457.00	<p>The funds were used to employ a staff member part-time to mentor beginning teachers in the area of Mathematics.</p> <p>All staff have again participated in regular professional development discussions to develop and reflect on their goals in order to identify possible professional development</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$37457.00	opportunities.
<b>Socio-economic background</b>	\$577834.00	<p>\$404187</p> <p>Socio-economic funding was used to employ additional teaching, support and SASS staff to ensure targets identified in the School Plan were being met. Part of this was the employment of a part-time Interventionist, who worked with data provided by the Instructional Leader to support students in their learning. These funds were also used to ensure the LaST be employed on a full allocation. Extra SASS staff were employed to ensure accurate attendance data and record keeping.</p> <p>\$8411</p> <p>Financial assistance was given to students requiring support to purchase school uniforms, to offer a free breakfast from the school canteen, to provide recess or lunch to students without and to provide support to families needing assistance for their children to attend school events. School excursions were also subsidised. Equity funding was also used to ensure all students had a costume to participate in the whole school musical.</p> <p>\$11916</p> <p>Cessnock East Public School continues to be a proud member of the CCGPS. These funds are allocated to the group to cover costs of group initiatives, such as whole school speech screening.</p> <p>\$24836</p> <p>All staff have continued to receive extensive training in technology and future focused learning. Equity funding was used for training and development in mental health courses such as Positive Schools and Well-Being.</p> <p>\$37124</p> <p>Equity funds were used to purchase iPads to make sure the 1-1 iPad program continues, the purchasing of software licences and casual relief for staff to maintain the technology items within the school. Some classrooms received CommBoxes to replace outdated Smartboards and large screen televisions were installed in two multi-purpose rooms.</p> <p>\$12039</p> <p>Consumables were purchased to support students in their learning and to ensure all students had access to quality learning materials.</p> <p>\$3763.00</p>

<b>Socio-economic background</b>	\$577834.00	<p>Equity funding was used to provide students with extra-curricular opportunities to enter a variety of competitions to represent our school.</p> <p>\$50600</p> <p>Sports in Schools were employed to deliver a high quality, consistent sporting program to students K-6.</p> <p>\$24958</p> <p>These funds were used to provide classroom enhancements and teaching and learning resources.</p>
<b>Support for beginning teachers</b>	\$59915.00	<p>Beginning teacher funds were used to ensure beginning teachers were provided with opportunities to work with the Instructional Leader to receive quality professional development in the areas of Literacy and Numeracy. Casual staff were employed to cover casual costs for beginning teachers to participate in professional development opportunities such as L3K, L3S1, TEN and the development of REAL projects.</p> <p>Beginning teachers attended professional development courses in Walker Learning and Implementing the New Science Syllabus and were provided with resources to enable this.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	115	105	105	123
Girls	114	113	112	126

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	94.2	90.2	90.2
1	91.9	92.7	90	88.8
2	90.3	93.5	91.9	89.8
3	95	94.1	90.7	89.7
4	90.9	96.3	90.7	91.2
5	87.5	90.7	90.9	85
6	91.7	88.6	86.3	83.3
All Years	91.2	92.9	90.1	88.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Our attendance policy is focused on the school working together with parents/carers to ensure regular attendance is maintained throughout the year. The School Attendance Policy was updated during Term 2 and systems and structures were refined to ensure consistent communication between staff and parents/carers. Text messaging to provide parents with the opportunity to explain absences started in Term 2 and the response was positive, with improved explanations for students not being at school. Regular contact with the Home School Liaison Officer ensured families were supported to get their children to school.

Improving school attendance will continue to be a priority in 2020.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.43
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.32

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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

Our school timetables have been structured to provide teachers with additional time to work collaboratively to build a shared understanding of effective evidence based practices that improve student learning outcomes and performance. Teachers worked together to deepen their professional knowledge and understanding of NSW syllabuses, focusing on



key concepts, skills and processes relevant.

One staff member gained accreditation and others were working towards accreditation at the proficient level during the year. Several staff members are investigating the process of accreditation at the Highly Accomplished or Lead level.

All staff participated in mandatory training requirements. All staff also participated in a combined school staff development day with the Cessnock Community of Great Public Schools around STEM and future focused learning as well as a day focused on Formative Assessment.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	391,745
<b>Revenue</b>	3,140,990
Appropriation	3,064,551
Sale of Goods and Services	17,597
Grants and contributions	56,409
Investment income	2,433
<b>Expenses</b>	-3,116,501
Employee related	-2,673,371
Operating expenses	-443,130
<b>Surplus / deficit for the year</b>	24,489

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.

At Cessnock East Public School an audit in Term 4 confirmed the financial management and processes met financial policy requirements.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	208,102
<b>Equity Total</b>	668,483
Equity - Aboriginal	117,117
Equity - Socio-economic	451,951
Equity - Language	872
Equity - Disability	98,544
<b>Base Total</b>	1,731,706
Base - Per Capita	50,916
Base - Location	2,059
Base - Other	1,678,730
<b>Other Total</b>	256,485
<b>Grand Total</b>	2,864,776

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

### Literacy

The 2019 data shows Cessnock East is excelling in the area of value-add from Kindergarten to Year 3. This data is based on the Best Start Kindergarten data which is collected when a student begins Kindergarten and their Year 3 NAPLAN results. The results reflect student achievement in both Literacy and Numeracy.

The value-added growth for students from Year 3 to Year 5 is delivering. The exception to this is in the areas of Reading and Grammar and Punctuation, where a high percentage of students show growth which is at, or above, expected levels.

Our literacy data indicates that in 2020 the school needs to focus on developing comprehension skills for Stage 2 students as they move into more complex texts. Spelling will be a continued focus.

### Numeracy

In regards to meeting the Premier's Priority for student achievement in the top 2 skill bands of both Literacy and Numeracy, there has been a decline since 2018, with 28.13% of students achieving in the top 2 bands for Year 3 Reading and 21.88% of students achieving in the top 2 bands for Year 3 Numeracy. In Year 5 18.75% of students achieved in the top 2 bands for Reading, whilst only 3.13% of students achieved in the top 2 bands for Numeracy.

Our numeracy data indicates that the school needs to continue to focus on moving students into the higher bands with targeted professional learning, embedding Talk Moves and Number Talks into classroom programs and a more targeted analysis of data to identify where students are at in their learning.

## Parent/caregiver, student, teacher satisfaction

### Staff Response:

Data from 2019 indicates 100% of staff believe every student in their class is valued and cared for. When analysing data from the new It's Your Choice well-being program, 87% of staff agree the program is used consistently to recognise the behaviour choices of every student at Cessnock East Public School. 13% of staff felt there were times when staff members were not consistent with the delivery of the program. In analysing data to inform "Where to next?" in their teaching, 93% of staff indicated they were confident or very confident to ensure students were being taught at the appropriate instructional level. One staff member indicated they would benefit from continued training in the use of data to inform their teaching practice.

### Parent Response:

Data from 2019 indicates that 84% of parents/carers believe technology is used as an effective learning tool in the classrooms at Cessnock East Public School. 12% indicated they were not sure how technology was used and 4% disagreed that technology was used effectively. 65% of parents/carers had a clear understanding of how It's Your Choice works in classrooms. 16% were not quite sure and 19% of parents/carers did not understand how the program works. When surveyed as to whether Cessnock East Public School as a whole try to bring out the best in their child/ren, 61% of parents/carers strongly agreed, 37 % agreed and 2% disagreed.

### Students:

Students confirmed they know their teachers have high expectations for both their learning and their behaviour. When asked if they feel comfortable in their learning environments, 67% of students confirmed this to be true. 100% of students surveyed agreed the new well-being program "It's Your Choice" is fair to every student and this had a positive impact on their attitude towards coming to school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

At Cessnock East Public School we have an enthusiastic Aboriginal Education team dedicated to supporting the learning and cultural needs of all Aboriginal students. In 2019 we continued with training staff in Connecting to Country to ensure staff have a deep understanding of Aboriginal culture that can be embedded in classrooms. The target for 2020 is to ensure Aboriginal education becomes a focus when planning all projects within the school year.

The Jarjums Aboriginal Education team expanded, with equity funding used to provide the opportunity for a staff member to hold Aboriginal Education Team meetings. The executive members of the Jarjums team presented the Acknowledgement of Country on both mornings of Project NEST. The Jarjums AET continued to be actively involved in all leadership opportunities offered by our partner high school as well as the local AECG.

Personalised Learning Pathways were developed with every Aboriginal student and shared with both families and staff to encourage a culture of high expectations of Aboriginal students at Cessnock East.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Our school is committed to providing a supportive and safe environment, characterised by our shared values of respect, responsibility and excellence. These key values are embedded in our school vision and are an integral part of all programs and practices.

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

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.