

Cessnock West Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

2019 was a successful year as we continue to provide 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.

In 2019 we have continued to implement the Language, Literacy and Learning Program (L3) in Early Stage One and Stage One. Students are provided with explicit instruction in reading and writing strategies. The school focus on reading and numeracy K–6 through explicit teaching allowed students to be engaged in their learning both in the classroom and beyond. 2019 saw the continuation of Positive Behavior for Learning (PBL) at Cessnock West Public School. Students were engaged in explicit weekly lessons on our PBL expectations of Respect, Responsible and Learning. Student achievement in displaying these expectations was celebrated at PBL rewards days. PBL improved the school-wide processes of student wellbeing and quality learning in all classrooms.

We have a valued and supportive partnership with Korreil Wonnai AECG and we have worked with the AECG during 2019 to embed Aboriginal education across the whole school.

Our P & C also held extremely successful fund raising activities for the school. We appreciate the commitment and support of our parents and community that enhances students' learning both in the classroom and playground. Our school canteen was successful in being a certified Health Canteen. One of the first canteens in our area to achieve this status. Parents and volunteers played an important role in supporting students and staff at school during 2019. Thank you to the parents and volunteers who willingly gave their time to enrich student learning and continue the important partnership between families and Cessnock West Public School. A very special thank you to our dedicated group of P & C members. Their enthusiasm and commitment to our school is really appreciated.

Students have achieved many successes across a broad range of activities in the academic, sporting and creative & performing arts, and I am extremely proud of their accomplishments. Congratulations to all the students for their achievements during 2019.

A sincere thank you to our teachers and support staff for the support and guidance provided to students throughout the year, and their dedication and commitment to the school. This care and commitment was highlighted over and over again during the year and was particularly displayed through their commitment to the wellbeing of students at Cessnock West Public School.

Our commitment to our students, and our 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 continues to provide our students with valuable learning opportunities and we look forward to another successful year of teaching and learning in 2020.

Mrs. Ruth Goodwin

Principal

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 392 students (280 families), comprising of 17 classes (including the State Opportunity Class). In 2019, 47% (190) of the student population are girls and 53% (206) are boys. 20% (81) 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

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

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.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy(NAPLAN).

Students demonstrating expected growth (12 months of learning) as indicated by internal and external data assessments.

Student surveys identify that classroom practice is engaging, flexible and relevant.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy for Literacy and Numeracy

The school executive adopts a coordinated intervention approach to literacy and numeracy teaching with an expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
There is a more consistent approach across the school to meet expectations of improved literacy and numeracy skills across the school. Stage teams collaborative regularly to ensure programs are aligned to NESA requirements and school strategic directions; all programs contain KLA outcomes, indicators, scope and sequences, registered lesson content and evaluations. Program supervision sheets are utilised to ensure a co-ordinated and consistent approach across all stages and to provide feedback to staff. Survey results indicate visible teaching and learning practices (clear learning intentions, success criteria and feedback) are regularly embedded across K-6 in various KLA's. Teacher to student and student to student feedback is evident to varying degrees across the school. Differentiation practices are in place, in particular in guided reading and mathematics to support the diverse needs of our students. Future quality teaching rounds could ensure more consistency with all types of explicit and timely feedback K-6.	Principal/Exec Team DPIL Exec Team Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$34000.00)• Socio-economic background (\$10000.00)

Process 2: Effective Learning and Support Practices.

The Learning and Support Team continuously review and refine policies, procedures and practices to ensure all students' learning and support needs are being met.

Evaluation	Funds Expended (Resources)
The Learning and Support Team processes and procedures are continuously reviewed and refined to ensure all students' learning and support needs are being met. New systems have been established including meeting agenda and minutes being recorded on shared drive and lists of students being allocated to particular LST staff. There is a continued focus on coordinating and prioritising internal and external support for students requiring adjustments. NDIS and NCCD data, Learning Progressions and SCOUT data are used to track student progress and assess support structures. SLSO support is equitable with timetables reviewed regularly.	Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$30000.00)• Socio-economic background (\$10000.00)

Process 3: Early Action for Success

Early interventions in place for students at risk and expectations and targets for student learning are

Progress towards achieving improvement measures

Process 3: clearly communicated and displayed as learning intentions. Individual students' progress is monitored and assessed against the Learning Progressions and syllabus.

Evaluation	Funds Expended (Resources)
<p>Effective evidence based practice in literacy and numeracy is evident in K–2 classrooms. Differentiated programs target individual and small group learning with teachers closely monitoring student progress using Learning Progressions and summative and formative assessment practices. Teachers adeptly identify students at risk of not achieving stage outcomes. Quality teaching practices and interventions are co-ordinated to cater for students' varying needs utilising an interventionist, the LaST, SLSO's and continued Instructional Leader support in classrooms to address best practice across literacy and numeracy. Stage 1 reading results indicate successful teaching and learning practices with 83% Year 1 and 94% Year 2 achieving EAFS reading targets. Some team teaching with regular Inclusion of play-based learning during kindergarten literacy sessions had a positive impact on behavioural and academic outcomes with 85% students achieving PM6 and above and 61% achieving PM9 and above and a high level of engagement in play-based activities.. The Oral Language Project was piloted with the post-test showing great improvement in participating students' oral language development. Future applications of the project could engage whole classes with particular focus group in each class. Data Talks and co-planning sessions were conducted with more regular occurrence necessary in 2020. Stage 1 summative maths assessments were developed, implemented and evaluated to provide quality assessment processes and consistency in teacher judgement. Continued focus on the weighting of the tasks will occur in 2020.</p>	<p>DPIL</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• EAFS (\$195905.00)• Socio-economic background (\$145000.00)

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.

Improvement Measures

Teachers participate in and value quality teaching rounds and evidence of PL is embedded in classroom practice.

Teacher expertise is reflected and utilised in whole school professional learning plan to build the knowledge, skills and understanding of staff.

Teaching staff will have a Performance Development Plan that aligns to the Australian Professional Standards for teachers and the school plan.

Progress towards achieving improvement measures

Process 1: Enhanced Pedagogy

All teachers explore, implement, develop and demonstrate best practice in teaching and collaborate with each other to improve practice.

Evaluation	Funds Expended (Resources)
The implementation of Quality Teaching Rounds in collaboration with the University of Newcastle has led to improved teacher capacity to embed elements reflective of the Quality Teaching Framework. Two teachers attended Quality Teaching Rounds training with four teachers participating in the rounds. An increased focus on Consistency in Teacher Judgement, with stage teams meeting more regularly to grade work samples/assessments, has resulted in judgements being more closely aligned. Continued focus on quality teaching rounds with additional teachers participating and continued attention to CTJ in 2020 will be a future direction.	Funding Sources: <ul style="list-style-type: none">• QTR Grant (\$11000.00)• Socio-economic background (\$3000.00)

Process 2: Targeted Professional Learning

Strengthen staff development through the accreditation and PDP process to maintain a culture that delivers systematic expectations for learning, teaching and leading.

Evaluation	Funds Expended (Resources)
Whole school professional learning on the PDP process resulted in staff PDP's having a clearer alignment between personal goals, school goals and the Australian Professional Standards. All stage teams met more regularly to clarify and refine the PDP process; staff were supported with the development of clearly articulated school/stage goals and encouraged to pursue achievable, personal professional development goals. PDP goals were met by some staff with other goals to be carried over to 2020. To support teacher accreditation processes, TPL sessions are recorded on MyPL and staff are made aware of suitable professional learning regularly. Teacher Professional Learning plans for 2020 have been determined, influenced by the alignment of local management group formative assessment goals and school SCOUT data.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)

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.

Improvement Measures

Increase in the percentage of parents who feel well-supported by the school.

School data reflects an increase in attendance of students and positive engagement with their learning.

SENTRAL Data reflects an increase in positive entries K–6.

Progress towards achieving improvement measures

Process 1: Student Engagement and Wellbeing program

Reinforce and build a systematic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student. To encourage home support of our Positive Behaviours for Learning so that all students benefit from a home/school approach.

Evaluation	Funds Expended (Resources)
Student engagement and wellbeing was promoted on a number of levels in 2019. Staff engaged in revised PBL professional learning and the 'Second Step' mindfulness program. New PBL procedures were successfully implemented with each stage being represented on the PBL team to promote more consistent PBL practices across the school. Students participated in renewed reward days, trading their earned PBL tokens for a chosen activity. The 'Second Step' program was implemented K–6 and the 'Got It' program for selected students in K–2 encompassing addition small group lessons including parents and children participating in lessons with staff from NSW Health. Staff were led through Trauma Informed Practice modules with staff beginning to implement trauma informed practice procedures when managing students. The school trialled new bell times giving students three breaks during the day. Sentral data from Term 1 to Term 4 has indicated a marked reduction in the number of aggressive, inappropriate and disruptive behaviours as well as the number of incidents of physical violence. Future goals could include the consistent entry of positive incidents on Sentral and a continued focus on moving towards being a trauma informed school.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Community of Learners

Streamlined, flexible processes exist to deliver services and information that support parental engagement and satisfaction.

Evaluation	Funds Expended (Resources)
The school continued the successful use of the Seesaw, Face Book and Schoolzine platforms to communicate with the parent community. Staff endeavoured to post at least once a week for every student on Seesaw with school newsletters being posted on Schoolzine monthly. Parent engagement in community events such as the Easter Hat parade, School Education Week activities, the Stage 3 Mini Fair, Grandparents' Day, Mothers and Fathers day breakfasts and Book Week continues to be very successful with large numbers of parents attending and much positive feedback provided.. Seesaw, Facebook and Schoolzine will continue in 2020 with the DoE parent volunteer program, PaTCH (Parents as Teachers and Community Helpers) to be conducted in Term 1 and 2, 2020.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)• Socio-economic background (\$3000.00)

Progress towards achieving improvement measures

Process 3: Connected technologies

Staff trained in using technology to enhance student learning and connecting with the broader community.

Evaluation	Funds Expended (Resources)
<p>The Future Focused team was established with a member from each stage to provide ongoing support for all teachers in the use of technology in the classroom to enhance teaching and learning. Students were engaged in developing and increasing their skills in coding, robotics and Lego. A group of students were successful in the Robocup competition resulting in their team competing in the state championship. The plan for the sound system and school wide PA was developed ready for installation in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$60000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$102 272.00) 	<p>Cessnock West PS employs a Community Liaison Officer, 5 days per week. The CLO's role is to provide a link between home and school and also work directly with students to embed culture knowledge into every classroom. The CLO provides an Aboriginal contact person between home and school resulting in improvement in Aboriginal families' school involvement and student outcomes, through cultural connections. During 2019 Aboriginal students were involved in activities which improved their knowledge and understanding of themselves including development of PLP's, SistaSpeak for Stage 3 Girls, Stage 3 Boys cultural program with Youth Express, Moani AET, JAECG/AET Networking Days – Tuesday Week 7 each term, Deadly Cooking program and targeted transition to MVHS for Year 6 students. Two Aboriginal students were successfully received Galuwa scholarships and Kullaburra awards. Students participated in the Aboriginal public speaking event with CWPS achieving two Stage winners and one highly commended award. Students across the school participated in a whole school cultural program and language program and well as celebrations for NAIDOC day and a community NAIDOC event. Staff continued to develop their knowledge and understanding through professional learning including six staff members attending Connecting to Country.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$260 106.00) Integration Funding support (\$269 127.00) 	<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. Eighteen students received integration funding support. Additional School Learning Support Officers (SLSO) were employed to work with students in the classroom supporting the implementation of individual programs and adjustments within</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$73 634.00) 	<p>Through the provision of additional release stage teams were able to work collaboratively to develop and deliver quality teaching programs in the classroom consistently</p>

Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$73 634.00) 	across the stage. The executive teachers worked directly in the classroom with teachers to support quality teaching. Teachers were supported by school executive team in the implementation of the Performance Development Framework.
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$390 000.00) 	<p>During 2019 students were supported through the provision of programs and resources to support their learning and wellbeing. A specialist sports program ran one day a week developing skills in specific areas of sport. Students were able to engage in a wide variety of sporting activities and develop skills and knowledge in these areas. An additional teacher allowed the establishment of the 17 class resulting in reduced class sizes across the school. Additional Learning Support Officers were employed to support students with identified learning needs in the classroom and playground. A speech pathologist and occupational therapist were employed to deliver speech and occupational therapy programs to students. Student programs and extra curricula activities were supported including the funding of reward activities, buses, registration fees and equipment allowing all students to have access to these opportunities. Executive teachers were released to facilitate and monitor professional learning needs of staff and build capacity within staff and an additional executive above establishment was employed. An interventionist teacher supported tiered support plans for identified K–6 students. Future Focused learning was supported through teacher release to upskill both staff and students in future focused skills and technology and also the purchase of resources.</p>
Support for beginning teachers		<p>Cessnock West Public School did not receive funding for Beginning Teachers in 2019. Early career teachers were supported through mentoring by their supervisor and colleague teachers. They worked with a mentor utilising planning and support time to meet professional learning needs and accreditation.</p>
Early Action for Success	Funding Sources: <ul style="list-style-type: none"> • EAfS (\$195 905.00) • (\$185 952.00) 	<p>In 2019, the school entered its fifth year of EAfS with 1.2 Deputy Principal Instructional Leaders and 1.7 interventionists. These teachers were employed through the EAfS funding and also Socio Economic Background funding to support students K–2 in literacy and numeracy. Teachers were supported directly in the classroom working with the DP IL to increase their skills in quality literacy and numeracy teaching. Students were supporting in the classroom through small group instruction. In 2019 an Oral language program was trialled and this will continue into 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	191	200	201	206
Girls	202	210	204	190

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	91.7	92.1	93.9
1	94.9	90.2	89.9	91.9
2	89.2	93.8	89.9	89
3	92.9	89.3	91.8	88.9
4	93.5	91.2	88.1	93
5	92.4	92.6	91.8	89.7
6	92.8	91.5	90.3	91.3
All Years	92.5	91.5	90.5	91
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

Overall student attendance rates were closer to the 'All Years' state average in 2019 than in the previous two years, however it continues to be an area for improvement, particularly in regard to unexplained absences, late arrivals and early departures. In 2019, Cessnock West participated in a pilot program to address school wide attendance issues to meet the premier's attendance target. Families were notified of their child's attendance rates for 2018–2019 to increase awareness of the importance of attendance. Attendance procedures were revised with all staff implementing new attendance procedures.

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)	4
Classroom Teacher(s)	16.9
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	2.92

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	490,060
Revenue	5,058,586
Appropriation	4,995,851
Sale of Goods and Services	-580
Grants and contributions	61,488
Investment income	1,727
Other revenue	100
Expenses	-4,476,020
Employee related	-4,061,465
Operating expenses	-414,555
Surplus / deficit for the year	582,566

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.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	270,867
Equity Total	1,007,991
Equity - Aboriginal	102,272
Equity - Socio-economic	645,613
Equity - Language	0
Equity - Disability	260,106
Base Total	2,810,184
Base - Per Capita	95,028
Base - Location	2,602
Base - Other	2,712,554
Other Total	791,114
Grand Total	4,880,157

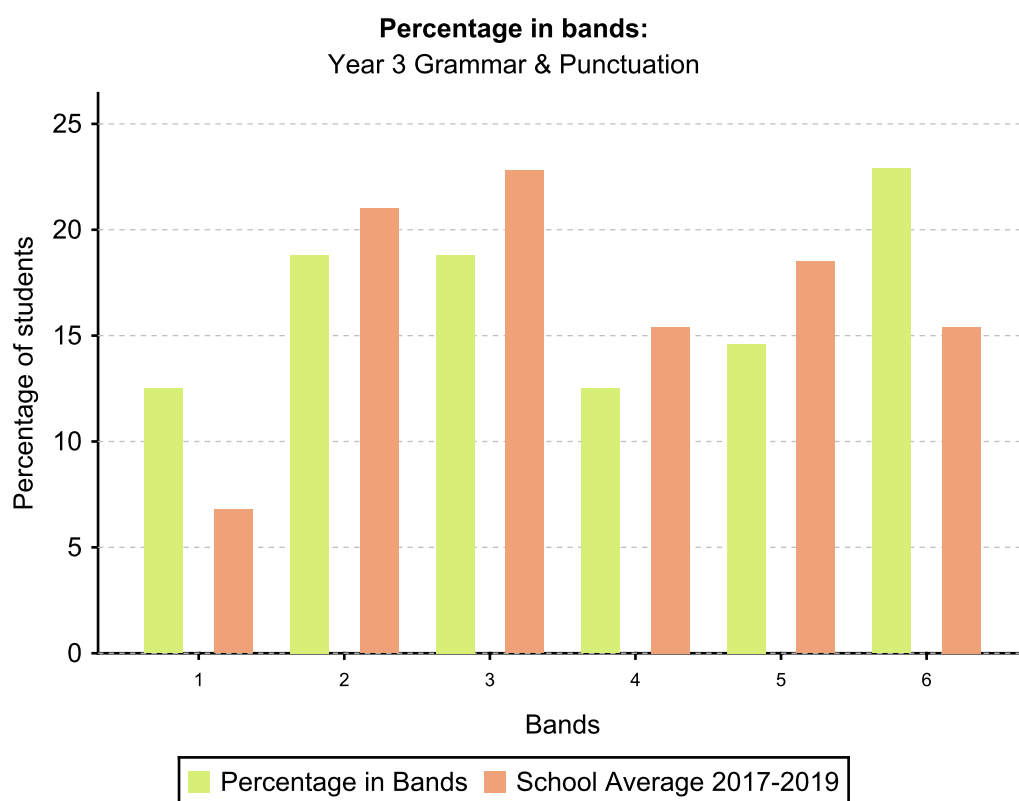
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

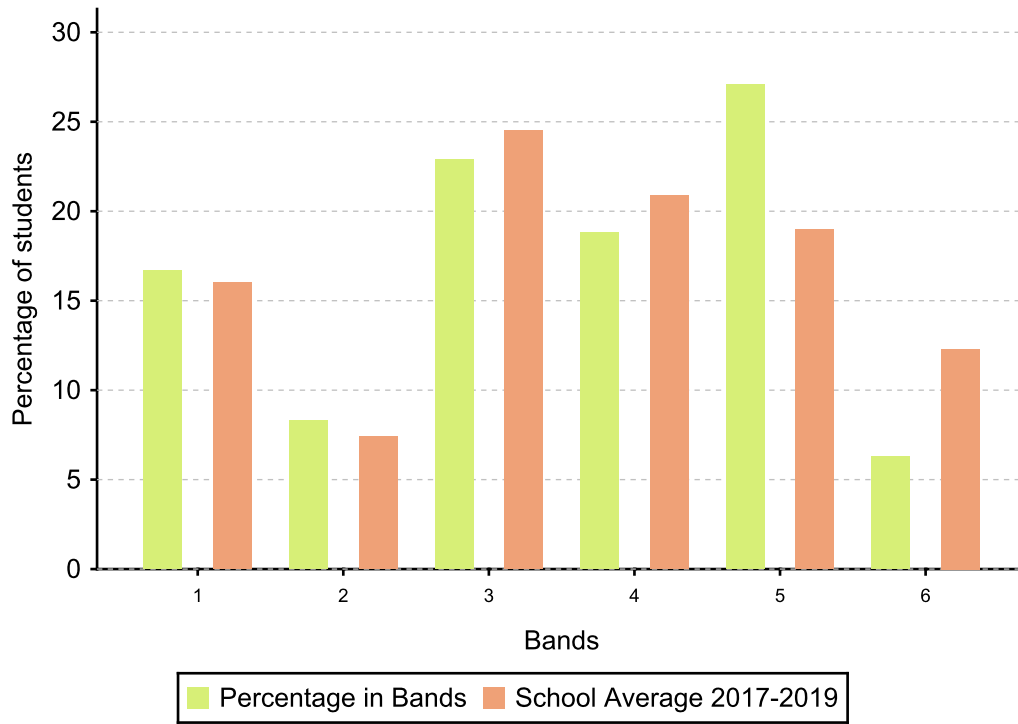
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



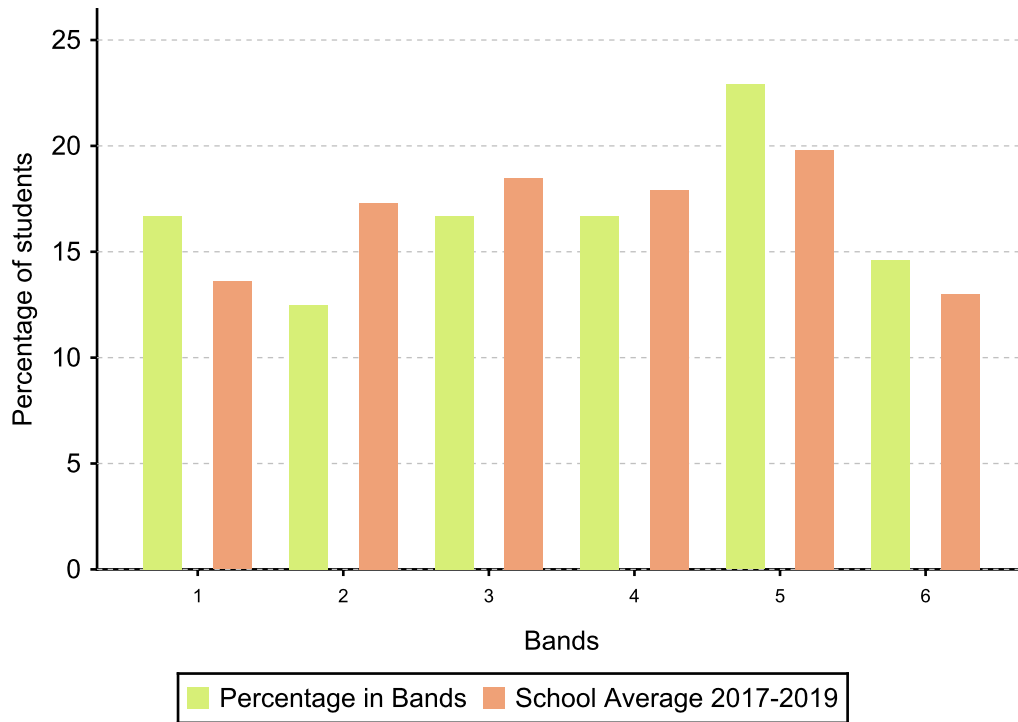
Band	1	2	3	4	5	6
Percentage of students	12.5	18.8	18.8	12.5	14.6	22.9
School avg 2017-2019	6.8	21	22.8	15.4	18.5	15.4

Percentage in bands:
Year 3 Reading



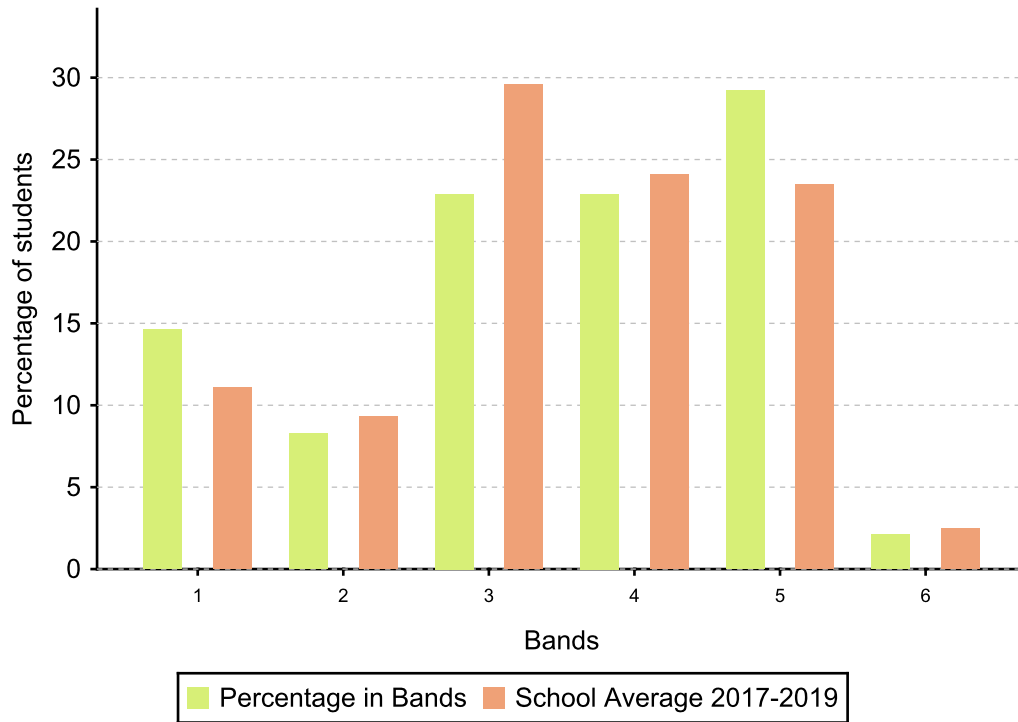
Band	1	2	3	4	5	6
Percentage of students	16.7	8.3	22.9	18.8	27.1	6.3
School avg 2017-2019	16	7.4	24.5	20.9	19	12.3

Percentage in bands:
Year 3 Spelling



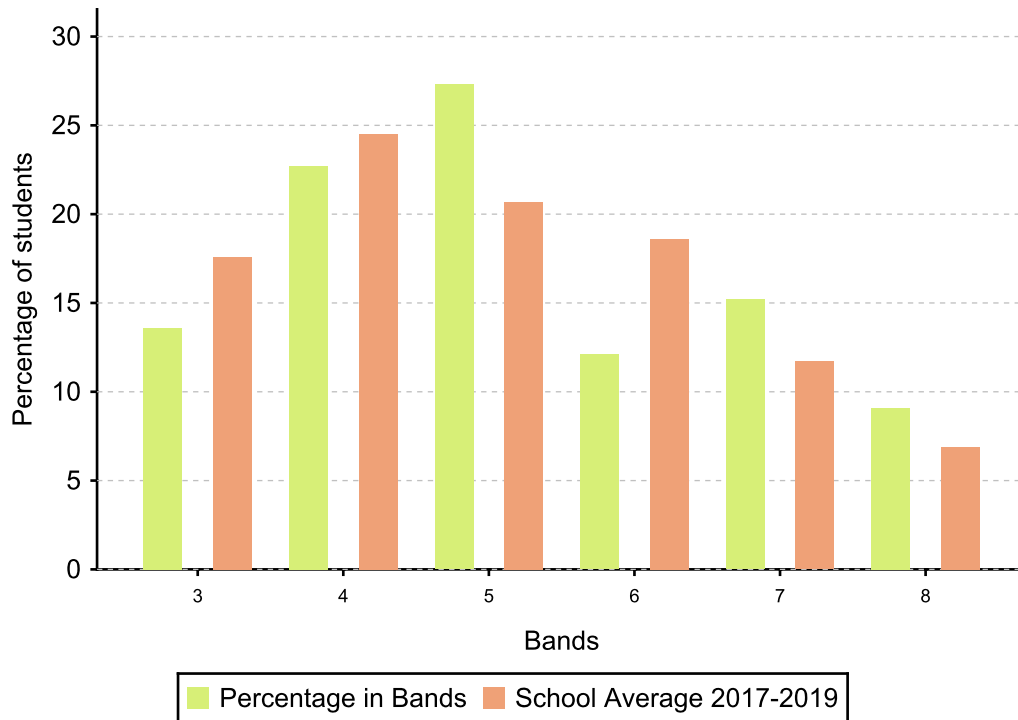
Band	1	2	3	4	5	6
Percentage of students	16.7	12.5	16.7	16.7	22.9	14.6
School avg 2017-2019	13.6	17.3	18.5	17.9	19.8	13

Percentage in bands:
Year 3 Writing



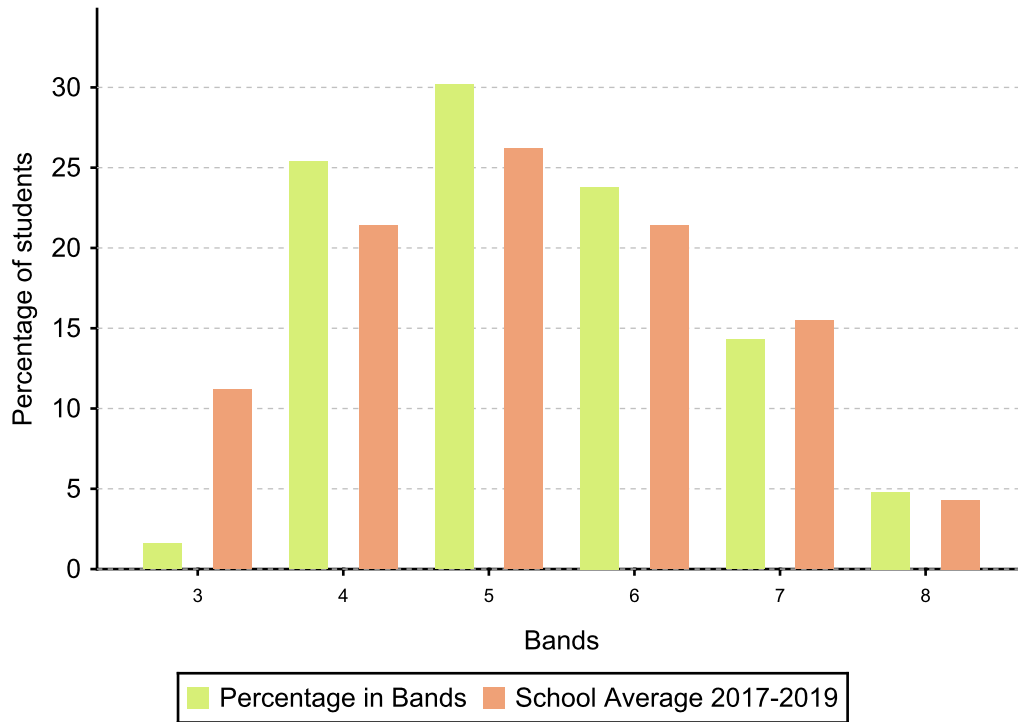
Band	1	2	3	4	5	6
Percentage of students	14.6	8.3	22.9	22.9	29.2	2.1
School avg 2017-2019	11.1	9.3	29.6	24.1	23.5	2.5

Percentage in bands:
Year 5 Grammar & Punctuation



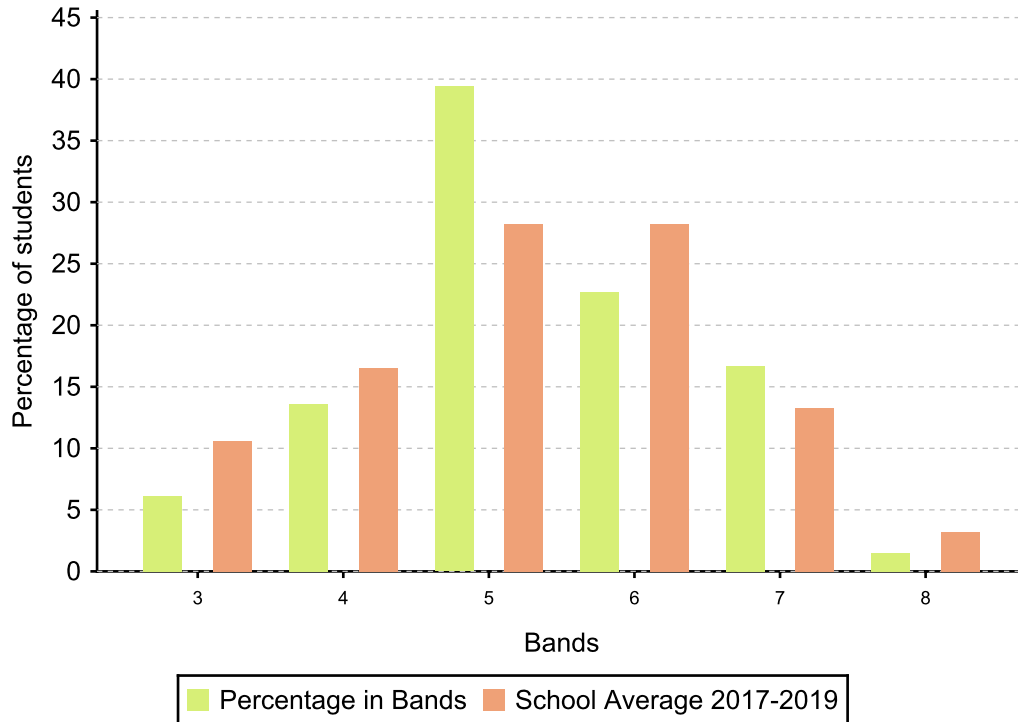
Band	3	4	5	6	7	8
Percentage of students	13.6	22.7	27.3	12.1	15.2	9.1
School avg 2017-2019	17.6	24.5	20.7	18.6	11.7	6.9

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	1.6	25.4	30.2	23.8	14.3	4.8
School avg 2017-2019	11.2	21.4	26.2	21.4	15.5	4.3

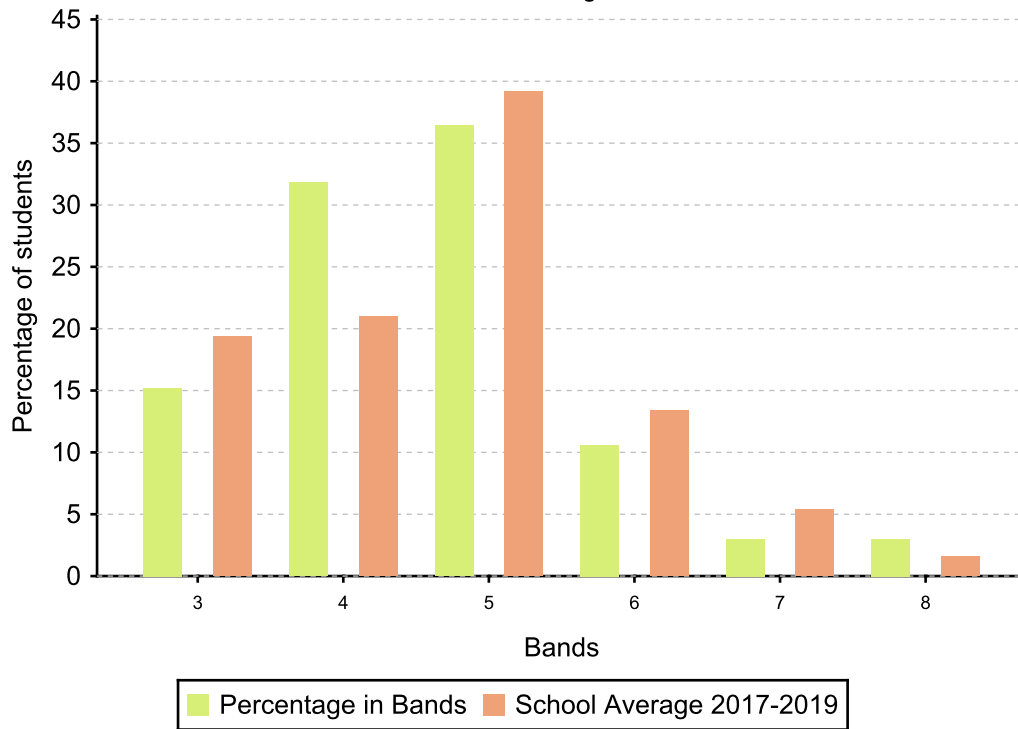
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.1	13.6	39.4	22.7	16.7	1.5
School avg 2017-2019	10.6	16.5	28.2	28.2	13.3	3.2

Percentage in bands:

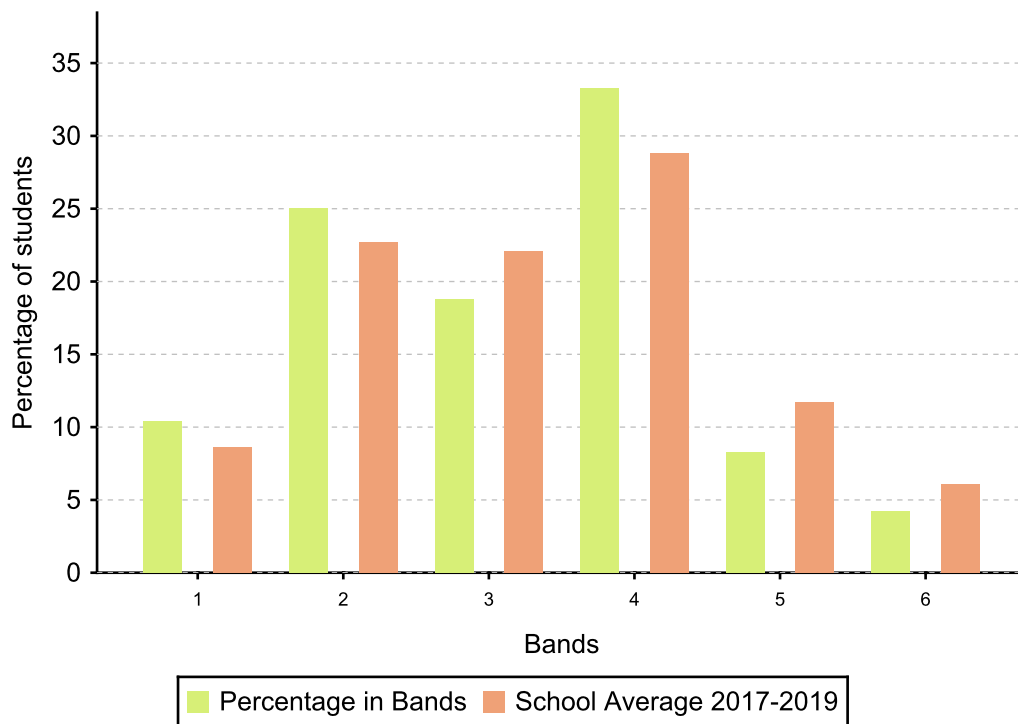
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	15.2	31.8	36.4	10.6	3.0	3.0
School avg 2017-2019	19.4	21	39.2	13.4	5.4	1.6

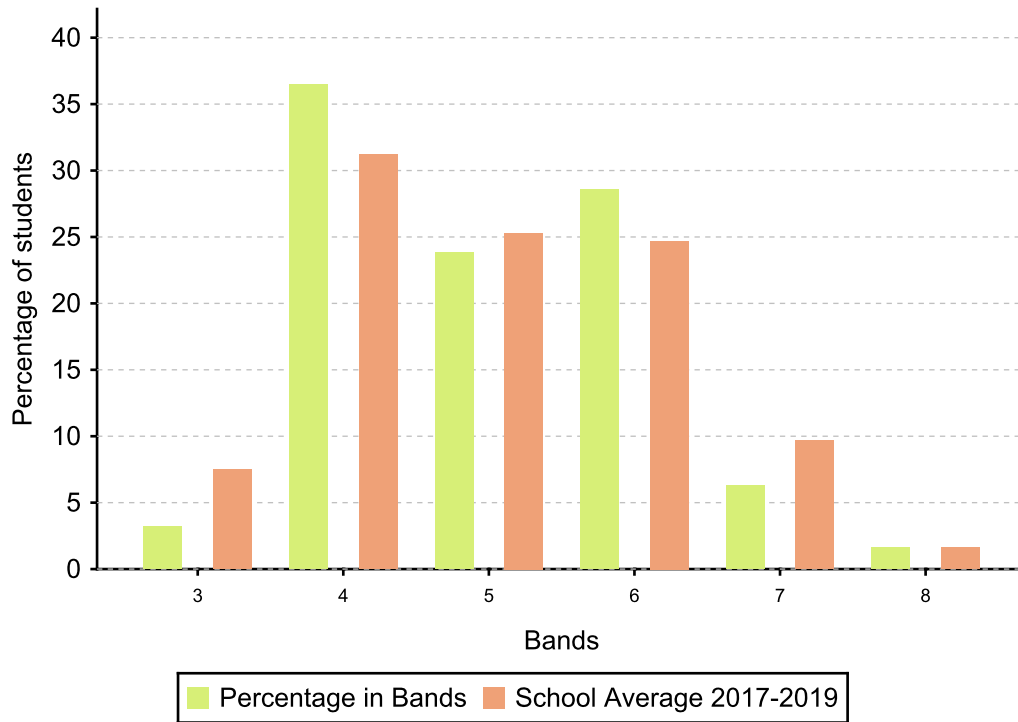
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	10.4	25.0	18.8	33.3	8.3	4.2
School avg 2017-2019	8.6	22.7	22.1	28.8	11.7	6.1

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.2	36.5	23.8	28.6	6.3	1.6
School avg 2017-2019	7.5	31.2	25.3	24.7	9.7	1.6

In 2019, the average percentage for reading and numeracy in the top two bands was 15.5%, an improvement from 3.64% in 2017 and 5.4% in 2018. The following percentages of students were placed in the top and middle two bands this year: in numeracy 65% of Year 3 students and 58% of Year 5 students, in reading 74% of Year 3 students and 71% of Year 5 students, in writing 76% of Year 3 students and 67% of Year 5 students, in spelling 70% of Year 3 students and 80% of Year 5 students and in grammar and punctuation, 70% of Year 3 students and 40% of Year 5 students.

Parent/caregiver, student, teacher satisfaction

In 2019, the school used the Tell Them From Me surveys, school designed surveys and People Matter surveys to seek the opinions of parents, students and teachers about our school. Their responses are presented below:

100% of parents strongly agreed or agreed that their child likes being at Cessnock West Public School. 72% of parents strongly agreed or agreed that CWPS takes parents opinions and queries seriously. 86% of parents strongly agreed or agreed that the classroom teacher knows their child well and supports their learning needs and is preparing their child for the future. 90% of parents strongly agreed or agreed that their child feels safe at school and CWPS communicates information in a timely and efficient manner. 95% of parents strongly agreed or agreed that they would recommend CWPS to other families. The reasons given include great teachers, well-structured discipline and organisation, structures and routines, family feeling, community spirit, fair school, caring and competent staff and the way the school caters for different abilities and learning styles. Suggestions included one parent would like to see improved management of bullying and assemblies every week.

95% of staff felt Cessnock West Public School was a good place to work. 92% felt there were effective communication strategies in place and 92% felt that communication between staff and school leadership is either excellent, very good or good. 88% of staff felt school leaders were leading improvement and change clearly communicated their strategic vision and values for our school. 92% of staff feel they have the access to professional learning opportunities to do their job well. 100% of staff felt that CWPS strives to improve outcomes for students.

Students responded to the Tell Them From Me survey in the areas of student engagement, student outcomes and school climate. 71% 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 88% indicated that they have positive behaviour at school. 87% of students felt teachers expected them to succeed and 80% of students indicated they had someone at school who consistently provides encouragement and can be turned to for advice. 87% of Aboriginal students felt good about their culture when they are at school and felt their teacher had a good understanding of their culture.

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.

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.

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.