School context statement

Coledale Public School is a small community school in the Wollongong North Network and is a proud member of the Seacliff Community of Schools. The school has served the local community since 1912. The school had six classes in 2014.

We strive to provide a safe, secure, happy and supportive community-based school. Our school motto is Learn to Live. We are committed to providing high quality learning experiences for our students.

This is achieved by:
- implementing a balanced curriculum, preparing all students to live in our ever changing world.
- quality teaching from our experienced and professional staff members that cater for every student’s needs.
- a safe, happy and caring environment where high expectations are instilled.
- placing importance on the school’s partnership with parents in the education and well-being of students.
- recognising the roles and contributions of all school community members as a team approach to the education of our students.
- maintaining a strong focus on literacy and numeracy to ensure that each child at his/her appropriate level of development can strive to become a self-directed learner, collaborative worker, complex thinker, quality producer and community contributor.
- recognising the importance of developing the students’ skills in the arts, personal development and sport.

The school has a professional staff committed to innovative teaching and learning strategies that lead to ongoing improvement in student learning outcomes. Current policies and programs are continually evaluated to ensure best practice. Parental participation in the decisions that influence future directions of the school is highly encouraged.

Principal’s Message

2014 was another successful year for Coledale Public School. It saw increased spending on professional development and resources. This has led to improved teaching. The focus for the school has been literacy, numeracy, quality teaching and 21st Century learning. Programs such as L3, a very successful literacy program, were continued in Kindergarten.

The Parents and Citizens Association has continued to work with the staff and community to ensure communication is open and fundraising opportunities are created. Funding from the P&C has allowed for additional resources to be purchased. They once again funded the ‘Living Classroom’ program and enabled a large group of primary students to be trained as Garden Ambassadors. Our school successfully gained 1st Place in the Rise and Shine Awards from Wollongong City Council winning the Best School Environmental Program. Already plans are underway to make further improvements to incorporate the kitchen component into the curriculum.

A very successful performance was held at the beginning of Term 4 under the banner of ‘Strictly Coledale’. This featured many areas of the arts and technology that had been incorporated into each class curriculum. Our evening was well attended and many parents and visitors took the time to thank the staff and students through emails and letters of appreciation.

Coledale Public School is characterised by an experienced and hard-working staff and I thank each of them for their support, resilience and energy.

I have very much enjoyed the year at Coledale Public School particularly the enthusiasm of our students, the support of the parents and community and the strong professionalism of the staff. I look forward to continuing to working with the community to achieve our future goals.

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.

Tanya Potter
Coledale P&C Message

I’d like to start by saying a big thank you to all the parents of the school. Whether you’re an active member of the P&C or not, your encouraging words and a few hours here and there helping on things like the Coledale Markets BBQ make all the difference.

Your P&C exists to support the school in providing the best education possible for the children in our community. At Coledale we do our best to work with Mrs Potter and the staff and support the objectives they have identified in their Annual Plan.

There are two main ways the P&C helps your school:

(1) By funding additional facilities and resources that the school needs but can’t afford – like purchasing iPads or decking the classrooms out with interactive whiteboards.

(2) By supporting programs and events that enhance the curriculum in other ways – two great examples are the Living Classroom and Unexpected Magic.

So what were the highlights of 2014?

- Successfully installed solar panels very early in the year
- Provided $10,000 to deck out the new demountable building
- Spent $3000 on iPads for the school
- Provided a further $10,000 for a new range of literacy and science resources
- Donated $1,000 to the library to purchase some new books
- Continued to fund the maintenance of the Permaculture Garden
- Made some very healthy and important changes to the Canteen menu to bring it more in line with the NSW Government health recommendations
- Introduced an extremely popular hoodie to the range of school uniform
- Held a popular and successful Bollywood Fundraiser which raised almost $4,000
- Rallied the support of the community (and beyond) to beat all schools in the country to win the Muffin Break Great Bake Off

There are so many people to thank:

Those devoted to Fundraising – particularly Ang Clough’s team of Bollywood event organisers, Chantal Kershaw and her band of Facebookers for their efforts with the Muffin Break win, Pip Budgen for being our chief prize gatherer, and everyone who has been involved with fundraising throughout the year.

Thanks to Pam Douglas for her excellent contributions to grant writing.

Thanks to our Canteen Management Teams. Vesna Baric and Angie Clough took over the reins during the year from Mel Sellers and Mel Van Annen, introducing some fresher healthier items to the menu. And thank you also to all the canteen volunteers.

Thanks to Michelle Morrison who continued to manage our uniform shop, with the assistance of Priscilla Nielsen.

Thanks to Aaron Sorenson, Bec Stone and Joanne Chilton for helping our beautiful garden to continue to flourish. Congratulations to all our garden ambassadors and our families and friends, who all contribute to our beautiful Living Classroom.

To all the P&C Executive and Committee members, thank you for your energy and commitment over the year, particularly President Lynn Tamsitt, Vice President Annie McNamara, Treasurer Margie Rahman. I would like to thank the Principal Tanya Potter and all of the teachers as well as the unflappable Jane Stalker, Ros, Nicole, Jo and Tony for their practical support and assistance to the students, the parents and the P&C throughout 2014.

I encourage you to continue to join in and support the P&C – after all, we do it for our kids.

Jen Pope
Secretary P&C
Student Representatives message

This year we, Dacey O’Donnell and Alex Keers have been lucky enough to be school captains of this awesome school. We have loved watching our school and peers thrive and grow into students to be proud of throughout the year. Being school captains has given us lots of important life skills and we know that this experience will stay with us forever.

At the start of the year the SRC for 2014 was formed and we enjoyed meeting with them to discuss the ways in which we could support the students and the school.

During the school year, our class has been involved in a lot of fundraising including Pancake Day and the Colour Run, with this money going to the Year 6 Present.

Though this year our school did not perform Unexpected Magic, we did a performance in the Austinmer school hall called ‘Strictly Coledale’. Each class had their own part including, an art installation, iMovies, gymnastics, dancing and acting. We have also taken part in public speaking, debating and the spelling bee competition. Stage 2 and 3 were also involved in choir. Our school’s solo song was Let it Go from the hit Disney movie Frozen.

We had a successful sporting year in PSSA and Athletics where Lily A went to state for the 100 metre race. Amelie A made it to regionals in the 50 metre butterfly.

From the 26th to 28th of November Stage 2 and 3 went to Canberra for school camp.

We, the 2014 School Captains and Leaders, are extremely proud to have led this great school this year. We would like to wish the 2015 School Captains and Leaders the best of luck.

Dacey O’Donnell and Alex Keers
School Captains
Class structure and sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
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<tbody>
<tr>
<td>KP</td>
<td>K</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>K/1G</td>
<td>K</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td></td>
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<tr>
<td>3/4M</td>
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<td>4/5G</td>
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<td>25</td>
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<td></td>
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<td>5/6S</td>
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<tr>
<td></td>
<td>6</td>
<td>16</td>
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</tr>
</tbody>
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Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
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<tr>
<td>School Learning Support Officer</td>
<td>Casually</td>
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<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Throughout the year, two School Learning Support Officers were employed casually to support our students.

Our Release from Face to Face allocation was equally spread across Library and Maths measurement.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014, no staff members employed at Coledale Public School identified as Aboriginal. However, in August an above establishment teaching position was filled by a teacher who did identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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</table>

Professional learning and teacher accreditation

In 2014, Coledale Public School received a Teacher Professional Learning allocation of $6,056 from the Department. The school supplemented this amount by adding over $10,000.00 from its annual budget allocation. This supplementation demonstrates the school’s ongoing commitment to, and high priority placed on, professional learning.

Professional learning funds are allocated to specific targets in the school plan and are typically used to pay for course fees, resources and casual salaries to replace staff attending courses.

Professional learning attended during 2014 included:

Curriculum – Literacy and Numeracy
- Literacy, Learning and Language L3 Kindergarten (x2 staff)
- Maths Curriculum Developing understanding (All staff)

Curriculum – Other
- SA Kitchen Garden (x2 staff)
- Continuum and scope and sequence development. (All teaching staff).
- Speaking skills (x1 staff)
- Library Workshop (x1 staff)
- Technology – iPad educational development (x1 staff)
Date of financial summary | 30/11/2014
---|---
**Income** | $ 
Balance brought forward | 102423.59
Global funds | 119368.63
Tied funds | 56946.50
School & community sources | 78963.54
Interest | 3551.99
Trust receipts | 1788.06
Canteen | 0.00
Total income | 363042.31

**Expenditure**

| Teaching & learning | 58644.98 |
| Key learning areas | 16781.20 |
| Extracurricular dissections | 23509.72 |
| Library | 2144.86 |
| Training & development | 8944.44 |
| Tied funds | 44935.86 |
| Casual relief teachers | 14820.38 |
| Administration & office | 32848.18 |
| School-operated canteen | 0.00 |
| Utilities | 14408.27 |
| Maintenance | 15976.97 |
| Trust accounts | 1788.06 |
| Capital programs | 13529.47 |
| Total expenditure | 248332.39 |
| **Balance carried forward** | 114709.92 |

**Student Welfare and Well Being**
- Modules 4 and 5 No Gap No Excuse (All staff)
- CPR and Anaphylaxis (All Staff)
- Child Protection and Code of Conduct (All Staff)
- National Disability Standards (All Staff)

**Other**
- Network Meetings – Library x1 staff
- Wollongong North Principal x1 staff
- Seafill Community of Schools
- Core Financial Literacy x2 staff
- Business Intelligence x1 staff
- SASS Conference x1 staff
- School Planning – 5P’s x2 staff

**Beginning Teachers**
This year Ms. Gould was successful in gaining a permanent position at our school following a Merit selection process. She also qualified for additional professional learning funding as part of the Great Teaching Inspired Learning Initiative. As this funding was not received until late November we intend spending these funds in 2015.

**Financial summary**
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

Our balance carried forward includes Tied integration support, unpaid casual salaries, unpaid orders and unpaid invoices. It includes $40,000 for major asset replacement, new bell system, IWB globes and extra IT equipment and class items. This gives a true rollover figure of $12,416.83.

**SCHOOL PERFORMANCE 2014**

**Academic achievements**

**NAPLAN**
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively, a summary of the information can be found on the following pages.
There were 17 students from Year 3 who sat the NAPLAN assessments. One student was absent from school for the term. 76.5% of students scored in the top two bands in Reading. With 47.1% in the top band, well above the State average of 27.6%.

Our students performed well in Spelling with 88% of students scoring in the top three bands.

In Grammar and Punctuation 100% of students scored in the top three bands and our school had a greater percent of students in Band 5 and 6 than the State average.

In Writing all our students scored in the top three bands. We had 17.6% in Band 4, 70.6% in Band 5 and 11.8% in Band 6.
NAPLAN Year 3 – Numeracy

In Numeracy our results were spread across 5 bands. We had 23.5% of our students in Band 6 and 11.8% in Band 5.

Overall we had terrific results in all areas for Year 3.

NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling and Grammar & Punctuation)

There were 16 students from Year 5 who sat the NAPLAN assessments. One student was absent from school for the term.

Only 31.3% of students scored in the top two bands in Reading. With no students scoring in Band 3 and 4.

Our students scored across all six bands showing the range of abilities in spelling and the need for differentiated tasks.

In Grammar and Punctuation 56.3% of students scored in the top three bands, while 31.3% scored Band 5 and 12.5% in Band 4.
In Writing we had 62.6% of students score in the top three bands, which well exceeded the State average of 31%.

In Numeracy our students scored above the State average in Band 6 and 7. We were below State average for Bank 5. Our school was not represented in Band 8 and 3.
Other achievements

Literacy, Learning and Language (L3) 
Kindergarten
This program continued to be implemented in 2014. The program consists of explicit teaching in reading and writing, in small groups of three. It involves a language rich classroom environment and explicit quality teaching.

The target was to increase Kindergarten reading level achievement from 28% on green level 12-14 to 50% by end of 2014.

We far exceeded this target as we finished the year with 24% of the students on Green levels 12-14. We also had 48% of the students achieving Gold level 15+.

This was a wonderful achievement. Our L3 program was very consistent. Through the explicit teaching, we have given the students a fantastic start to their formal schooling.

Mathematics
All staff at Coledale PS were involved in professional learning in Mathematics throughout the year in preparation of the introduction of the new syllabus document in 2015. Some of the significant professional learning activities included:

- Unpacking the new syllabi and relating it to classroom learning programs and the numeracy continuum.
- Examining the real and authentic way that the knowledge and skills could be taught through inquiry-based learning.
- Completion of the CMIT Online professional learning package.
- Revising and discussing the strategies and activities we utilise in our TEN (Targeted Early Numeracy) sessions.
- Observing and learning from each other through demonstration lessons.
- Plotting our students’ progress regularly with the PLAN software.

Premier’s Challenges
Coledale Public School again participated in the Premier’s Sporting Challenge from K-Year 6.

The challenge requires the students and staff to complete a diary of the amount of physical activity they perform. At the completion of the challenge each class is awarded Bronze, Silver, Gold or Diamond. It is pleasing to note that overall Coledale PS achieved Diamond level for 2014.

Well done to everybody for keeping active and contributing to your overall healthy lifestyle.

Coledale PS also participated in the Premier Reading Challenge. Our school utilises the challenge as another avenue to promote literacy within our school community. Each year we encourage all our students to participate in the challenge and provide many of the books in our school library. It became a positive personal challenge for our students in Years 3-6.

The PRC is designed to foster interest and enthusiasm for reading. Our Year 3-6 students also had an author visit as extra motivation this year.

This year all our students K-2 successfully achieved the challenge. We had ten students in Years 3-6 completed the challenge. Of these, eight students received a Gold award for having completed the PRC for 4 consecutive years. An outstanding achievement!
Significant programs and initiatives – Policy and equity funding

Aboriginal Education
All classes were involved in an activity for NAIDOC week – art, craft, music and singing. Our students in Years 3-6 also wrote poems and pieces of writing. We continue to attend the North Illawarra AECG meetings and were visited by the Regional Aboriginal contact person. All classes studied aspects of Aboriginal Education in their units of work in HSIE. Staff also completed their No Gap No Excuse professional learning.

Multicultural education and anti-racism
Our students in all stages throughout the school develop understandings, attitudes, values and knowledge of Multiculturalism through integrated units linking all the key learning areas. These units focus on the cultural diversity, acceptance and respect of personal differences and promote racial tolerance.

Aboriginal background
Our school received $2,442 as part of our RAM Equity Loading for Aboriginal Background. This money was used to employ a School Learning Support Officer to support our students. The students in small groups were able to research an aspect of the culture and then, using the iPads, constructed some short films. The Aboriginal students were also given the opportunity to visit the Sydney Opera House to watch a performance from the Bangarra Dance Troup. The performers then met with the students to share their stories as part of the Koori Kids Day. It was a very inspiring and interesting experience for all that attended.

Socio-economic background
In 2014 our school received $2,919 in the RAM funding for socio-economic loading. A small portion of this money was used to provide support and families in the assistance with school costs. The majority of money was used to provide School Learning Support Officer time to enhance our support programs accessed by many students.

Learning and Support
Our Learning Support Team meets each fortnight to provide a variety of services to our teachers, students and parents. It assists classroom teachers to identify students requiring additional support.

During the second semester, we undertook a review of our Learning Support Team. Carmen Milan our AP Support for the area assisted us in this process. The review involved looking at our processes and procedures. A sample of parents, staff and students were interviewed. Our record keeping and meeting procedures were all scrutinised by Carmen and the committee. A report was prepared that had a list of recommendations for the future to make our LST more effective.

As a result of the evaluation process, our Learning Support Team was praised for the effectiveness and support we are able to provide for all key stakeholders. There were a few recommendations made and these will be addressed at the start of the 2015 school year.
Other significant initiatives – The Arts

Strictly Coledale
This year we had our inaugural end of year performance – Strictly Coledale. Student performances, art installations and digital creations were showcased at Austinmer School Hall on 26th October. All students K-6 were involved in planning, choreographing and designing costumes for their own class items. An impressive turnout of parents witnessed students performing in song, dance, drama and digital creation. Items included:

- Kindergarten – Drama piece and singing ‘Purple People Eater’. As well as second drama piece ‘Not Now Bernard’. A series of small animations made with the iPads of Monster movies.
- 1/2 – Song presentation of ‘Celebrations’, as well as a slideshow of their artwork and iMovies.
- 4/5 – A drama performance as well as a spectacular gymnastic performance.
- 5/6 – Slideshow of Venetian canal houses artwork based on ‘The Thief Lord’. As well as ‘Happy’ – iMovie. An Art installation was displayed around the hall with QR codes created and linked to the class blog outlining the process, based on our Science Unit ‘Changes’.

Public Speaking
Public Speaking is on the move in Coledale with many classes conducting regular speaking opportunities in class on various topics associated with their units of work. This has been evident in the skill level and confidence of the competitors at our Stage competitions in school. The three successful students – Olivia Rocker, Ella Keers and Charlotte Park – went off to compete at the COS final. They all enjoyed their experience and gained a lot of positive feedback, reinforcement and future benefits from this program.

Debating – Seaciff Community of Schools Debating Competition
This year senior students from Years 5 and 6 were given the opportunity to compete in the Seaciff Community of Schools Debating Competition. There were two competitions in our Community of Schools area, and we competed in the northern competition against Stanwell Park, Otford, Helensburgh and Scarborough Public Schools. Over Term 3, they enjoyed preparing and working as a team on various topics and did well in their debates, with judges noting the quality of argument and confidence in which they debated. In the final between the Northern and Southern area winners, students watched the final held at Bulli HS live via virtual conferencing. There was a marked improvement in the speaking capabilities of all students as a result of our involvement.

Choir
In 2014 our growing school choir once again entered the Wollongong Schools Choral Festival in August at the Wollongong Town Hall. This year 61 children from Year 3 to 6 sang ‘en masse’ with other schools and performed an individual item. The organisation for this huge event involves countless hours of practice and rehearsals and is at times overwhelming, but the children really excelled on the night, delivering a performance to be proud of. This musical experience for children cannot be replicated any other way. It was very beneficial and for many was the highlight of their school year.
Sport
Sport features strongly in school activities at Coledale Public School. In 2014 achievements and programs included:
- School teams entered in North Wollongong Public Schools Sports Association inter-school competitions for soccer, touch, netball and Dragontag in Terms 2 to 4. Five boys enjoyed playing rugby league with the Stanwell Park teams.
- Forty-five children represented the school at the District Athletics Carnival, eight were successful in proceeding to the Regional Athletics Carnival in Canberra. Lily Ashburner went a step further, making it to the State Athletics Carnival in Homebush.
- Coledale won the Small Schools Percentage Trophy at this year’s District Athletics Carnival.
- Forty-two children represented the school at District Cross Country.
- Twenty-three children represented the school at the District Swimming Carnival.
- Sixteen children tried out for various district sporting teams, with six children being successful and making it to the next level.
- Our Personal Development, Health and Physical Education (PDHPE) and sports program helps develop the skills needed for active participation in many activities and sporting challenges. Many of these activities have a strong bias towards general fitness, fundamental movement skills development and the implementation of game skills and strategies.
- The school continually purchases new resources that will help deliver a safe, balanced and beneficial program for all children.

Our programs have been strongly supported by these programs during the year:
- Active After Schools Communities in Terms 1 & 2
- Dance 2BFit in Term 1
- NRL Tackle Bullying in Term 2 for Years 3-6
- Fit Futures in the lead up to our Athletics Carnival in Term 2
- Life Saver’s Safety Talks in Term 3
- NRL Backyard League in Term 4 for Years 3-6 in preparation for Dragontag

At Coledale we have always promoted active participation, good sportsmanship and having a go. We believe that acquiring this outlook and attitude leads to prolonged participation and helps build self-esteem.

SRC
Coledale Public School continued to promote student autonomy through the Student Representative Council (SRC). Students are encouraged to make suggestions for school activities and fundraising initiatives through their SRC representatives. Meetings are held regularly throughout the year.

Worthy causes that benefitted from funds raised by students were:
- Harmony Day
- Aboriginal Literacy Fund
- Daniel Morcombe Foundation
- Camp Quality – Truck Convoy

Excursions
There have been a variety of excursions this year at Coledale. In Semester 1, Years 3 and 4 participated in the PCYC Bike Safety program to raise awareness of road safety when riding bicycles. Kindergarten visited the Science Centre in Wollongong while Years 1 and 2 went to the Nan Tien Temple to experience some cultural diversity and promote understanding and tolerance of others. The indigenous students at Coledale attended the Bangarra Koori Kids Day in Term 2 at the Opera House. This was a culmination of work done earlier in the year with Jordan Stalker. The feedback was positive and for many the experiences offered were new. Early Stage 1 and Stage 1 students walked to Austinmer School in Term 4 and enjoyed collaborating with Austinmer and Scarborough Schools to sing for the National Count Us In Day.
Sadly Stage 3’s planned environmental day at Wollongong Botanic Gardens was washed out this year. However in Term 2, Stage 3 students were involved in an incursion with Ben Anderson from the Climate Clever program run by the Environmental Education Centre. Students were involved in science activities learning about and exploring energy as part of their science unit. As a result of our involvement, our school was successful in gaining a grant of $2,000 towards energy efficient savings appliances proposed for our outdoor kitchen.

In November, students in Years 3-6 had a very full three-day itinerary during the Canberra camp. We learnt about various procedures and processes to do with Federal Government to support learning in our HSIE units. This excursion was supported by the Federal Government’s PACER rebate.

Stage 3 students were involved in a Leadership Day to help guide them in skills to run Peer Support groups K-6, where the focus was on building resilience and teamwork.

Transition Programs
The transition of Kinder 2015 students at school was well received by parents this year. It involved five sessions which included a variety of themes and activities. The preschool students spent time with Ms Gould and their buddies for 2015 in the Kinder classroom. They participated in a school tour and literacy and numeracy activities. The parents were invited to stay during some of these sessions and were educated by Mrs Potter on the L3 way of teaching literacy and also Targeted Early Numeracy strategies which involves learning through games. The culmination of Kindergarten Orientation was a Teddy Bears’ Picnic which was thoroughly enjoyed by all.

Year 6
This year students from Year 6 were involved in a Discovery Day in Term 1 to Bulli High School, and a Term 4 visit day to Bulli HS, Wollongong Performing Arts HS and Smiths Hill HS. On the Discovery Day, they spent time in lessons in different faculties learning about the type of subjects and electives on offer and included Visual Arts, Photography, Science, HSIE, English, Maths, Woodwork, and Home Economics. They were placed into groups with students from other feeder schools as a way to introduce them to new peers. These visits ensured that the students’ first experiences of high school were positive, constructive and enjoyable and that they felt supported and informed. Also, in Term 4, students from Year 5 were involved in the Adventure Program at Bulli HS. Each Wednesday afternoon three students spent the afternoon in different Key Learning Area activities, again with students from other feeder primary schools. All students reported that they had enjoyed and gained some insights into life at high school.
Environmental Education

Our garden continues to educate children to look after themselves and their natural world, providing an education for life. With our ‘Living Classroom’ supported by Aaron Sorenson twice per term, and enrolment in the Stephanie Alexander Kitchen Garden Program (SAKG) for 2015, we are focusing on setting good examples and providing a fun, fully engaging, learning environment in our garden and training in permaculture.

Students acting as garden ambassadors from Years 3-6 develop their academic, social and practical skills through these garden lessons. Next year this will include the introduction of kitchen lessons and integrated lessons from the learning modules of the SAKG program and the Primary Connections science units of work.

We have been growing and harvesting a wide variety of vegetables, fruits and herbs. Some are sold to the school community and some are used in fresh options for the weekly canteen menu.

We have also been developing processes to help in the reduction of our carbon footprint that included composting, worm-farming, paper-recycling and whole school waste audits. Students run the compost and worm farms with waste from Crunch ‘n’ Crunch and lunch leftover refuse, for use in the garden. The data from the waste audits are to be used to develop an inquiry unit of learning in various Mathematics strands across K-6.

In the past, solar panels were added to one of our buildings, but this year they have been connected to a 24/7 energy use update system, with the data also to be used in class learning activities. The water tank is used for the gardens and the plan for next year is to fundraise for a solar panel to run a pump to water the garden. All classrooms and office spaces undertake paper recycling. Senior students collect and put yellow-top bins out each fortnight. Students are encouraged to use both sides for scrap paper. We have also had a decrease in paper use due to the use of interactive whiteboards and iPads.

The plan is to eventually have a no waste, no plastics, healthy-lunch school. There is currently a change in canteen policy in terms of food orders and sales to be a completely healthy and organic canteen. We have just been awarded recognition from Animals Australia as being a cage-free workplace.

With the introduction of new Board of Studies syllabi in English in 2014, and mathematics and science in 2015, we have been developing scope and sequences across K-6 to develop integrated units of work to include science and environment programs and projects.

Parents from the P&C Environmental Committee have looked at our needs for the SAKG program and have applied for a grant to build an outdoor kitchen or “learnscape”. Two senior classes were involved in the Climate Clever program, and were successful in being granted funds to put into the new kitchen energy-saving devices.

As a result of these activities, we were again recognised for our work in the Wollongong Council’s Rise and Shine Awards and were awarded first place in the ‘Overall Winner Environmental Excellence’, winning a shield trophy for the year and a $1000 cash prize. Maya Bartlett was also awarded second prize in the Poetry competition.
SCHOOL PLANNING AND EVALUATION 2012-2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN, Programming Literacy and Numeracy (PLAN) data and school based assessments.
- Parent/caregiver, student and staff online and paper surveys.
- Formation of a school planning committee to collate the information from these processes and formulate a new school plan 2015-2017 in consultation with staff, parents and students.
- In 2014 our school carried out evaluations of school satisfaction, educational programs and future directions.
- Our educational programs survey indicated that literacy and numeracy, 21st Century skills, leadership and environmental skills and knowledge were the priorities.
- The three core values that we should continue to develop were excellence, respect and responsibility.
- Our Directions survey, based on the Melbourne Declaration gave us clear directions for inclusion in our new school plan.
- The top three directions for each area as indicated by parents were as follows:

  Successful Learners:
  1. Have the essential skills in literacy and numeracy.
  2. Be motivated to reach his/her full potential.
  3. Be creative, innovative, resourceful and a problem solver.

  Confident and Creative Individuals:
  1. Have a sense of self-worth, self-awareness and personal identity that enables him/her to manage his/her mental, emotional, spiritual and physical well-being.
  2. Be able to make rational and informed decisions about his/her life and accept responsibility for his/her own actions.

  Active and Informed Decisions:
  1. Be able to act with moral integrity.
  2. Be developing into a responsible global and local citizen.
  3. Be able to relate and communicate across cultures.

School planning 2012-2014

School priority 1
To ascertain quality teaching in literacy and numeracy in all classrooms.

Outcomes from 2012–2014

- School based data will show increased level of achievement in measurable targets.
- Strengthened teacher capacity to improve student learning outcomes in Literacy and Numeracy.
- Strategies developed during professional learning being implemented.
- Staff confidently applying aspects of Quality Teaching Framework in daily teaching to provide engaging learning experiences through a differentiated curriculum.

Evidence of progress towards outcomes in 2014:

- NAPLAN data and school-based data have shown that students are achieving better results in many aspects of literacy and numeracy.
- Staff are actively engaging in professional learning and are applying many aspects of their learning in the classrooms on a daily basis.
Strategies to achieve these outcomes in 2014:
- Professional learning focus on explicit teaching ideas and understanding of the continuums at staff meetings and TPL meetings.
- Assessment data continues to drive planning for each student’s learning experiences.
- Literacy and numeracy focus will continue with FOR, L3 strategies, TEN and CMIT strategies being implemented.
- Staff participating in CMIT online training.

School priority 2
To identify and track all students’ progress using continuums, assessments and effectively report to parents.

Outcomes from 2012–2014
- Staff are using and tracking students’ progress with PLAN on a regular basis.
- Assessments are driving and informing the teaching as evidenced by the professional dialogue teachers are engaging in at professional learning sessions.
- Students are setting personal goals and are displaying success and are happy to celebrate their gains.

Evidence of progress towards outcomes in 2014:
- PLAN reports are issued to parents twice a year and all students’ progress is being tracked.
- Class teachers are differentiating the curriculum and meeting the current needs of their students.
- Students are gaining confidence as they achieve the goals they are setting for themselves in their learning.

Strategies to achieve these outcomes in 2014:
- Monitoring of student’s progress using the continuums and PLAN.
- Use whole school planning/assessment processes to identify aspects of underperformance for student cohorts and for individual students. (NAPLAN, tracking sheets and the Learning Continuum.)
- Develop a new report for parents that reflects the English syllabus we are teaching in 2014.

School priority 3
To expand the opportunities for students, staff and parents to contribute to the school.

Outcomes from 2012–2014
- Build leadership capacity across all levels of the school.
- Improved students’ responsibility through task allocation and monitor status.
- Students, staff and parents will be seen to willingly support each other.

Evidence of progress towards outcomes in 2014:
- Staff supporting each other in their professional learning opportunities.
- Students taking greater responsibility for their tasks and completing more frequently without reminders.
- School community is willingly assisting each other to complete common projects and weekly tasks.

Strategies to achieve these outcomes in 2014:
- Students will have more roles and tasks allocated to them through rosters and responsibilities in classrooms.
- School community will combine to produce ‘Strictly Coledale’ with greater focus on curriculum links.
- Staff will complete professional learning and scope and sequence development together.

School priority 4
Expanded focus on school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

Outcomes from 2012–2014
- Students are openly using manners, making good behaviour choices and proudly wearing their uniform.
- Students are involved in their learning and striving to be the best they can be as displayed by their regular attendance, results and willingness to be involved in school activities.

Evidence of progress towards outcomes in 2014:

- There has been a decrease in a number of negative behaviours being displayed in both the playground and classroom.
- School tone is positive and caring with students using manners more frequently and with less prompting by staff.

Strategies to achieve these outcomes in 2014:

- Active programs within the school to keep children engaged and striving to increase their attainment eg AASC, Garden Ambassadors, Premier Events and COS activities.
- Implementation of strategies designed to provide students with the opportunity to take responsibility for their own learning.
- Continue to develop relationships within the school, with COS schools and also the local community through active involvement in sport, programs and initiatives.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our vision:
CHALLENGE, CREATE and CONNECT.

Coledale Public School’s learning community vision is that all members will be successful learners, confident and creative individuals and active and informed citizens.

Strategic Direction 1:
Challenge – successful learners

Purpose:
To enhance the quality of student learning and foster quality teaching in the implementation of new curriculums and pedagogies to develop successful 21st Century learners. Through a deep analysis of student capacity, differentiated and personalised learning will be delivered through an integrated approach. Our classroom programs will explicitly teach students to be literate and numerate, to promote creative and critical thinkers and be effective users of technology.

Students will have opportunities to work through flexible, engaging and authentic learning experiences to facilitate inquiring minds, creative abilities and foster imagination. They will be motivated to commit to aspirational goals for individual success and learn how to seek and receive feedback to enhance their learning.

Practices will be embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Parent/caregiver, student and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- The responses were very positive with 72% of parents, 100% of staff and 73% of students rating our learning environment 8/10 or above.
- Parents quoted the strengths of the school as being a friendly environment, small, personal and inclusive, dedicated and caring staff and a clear focus on student improvement and achievement.
Strategic Direction 2: Create – confident and creative individuals.

Purpose:
The school will consistently implement a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Relevant school data will be used to guide decision making.

The school will ensure there is a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students and staff. The school encourages students to recognise and respect cultural identity and diversity. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Our school community members understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Our students will be given opportunities to display their confidence and creativity through the curriculum and extra-curricular activities.

Strategic Direction 3: Create – active and informed decisions.

Purpose:
As active and informed citizens, our students will act with moral integrity and with ethical understanding when dealing with others. As responsible global and local citizens, they will strive for the common good, in particular sustaining and improving natural and social environments.

Positive and respectful relationships across the school community will underpin a productive learning environment, and support students’ development of strong identities as learners.

The school will embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Systematic annual staff performance and development reviews are conducted.

Our school will connect with parents, local community and the broader community through our links with our curriculum and school-related activities.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jen Pope                  P&C Secretary/
                          Parent Representative
Bec Stone                Assistant Principal
James Galvin             Staff Representative
Tracy Gould              Staff Representative
Jane Stalker             Staff Representative
Tanya Potter             Principal

School contact information

Coledale Public School
699 Lawrence Hargrave Drive
Coledale NSW 2515
Ph: (02) 4267 1885
Fax: (02) 4268 1438
Email: coledale-p.school@det.nsw.edu.au
Web: www.coledale-p.school.nsw.edu.au
School Code: 1587

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: