Coledale Public School
Annual School Report
Our school at a glance

Students
Coledale Public School is committed to creating students who ‘learn to live’. We continue our proud tradition of providing first class educational programs within a supportive, safe and happy learning environment. It is a place where parents and the school work in a partnership to enhance learning. All students are encouraged to work to their ability, to discover and develop all their talents, to develop a love of learning and to become worthwhile citizens of our community. The school caters for the children of families in the communities of Coledale and parts of Wombarra. In 2011 there was an average of 86 students from 61 families.

Staff
The staff at Coledale Public School is very experienced and is committed to providing relevant, engaging learning programs. They are always prepared to provide the extra commitment that a small school requires from their staff. As a result our school is a happy educational environment. In 2011 our staff comprised 7 teachers, 2 office staff and support staff. We also received support from the Support Teacher Learning Assistance on a part-time basis throughout the year for targeted students.

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

Significant programs and initiatives
2011 was a year of continuing excellence and achievement across the school in a number of areas. Whilst teaching and learning is always the most important aspect of our school, there were also many exciting and unique learning opportunities undertaken throughout our school year. One of these was due to our grant from Wollongong City Council to establish a ‘Living Classroom’. This involved transforming the existing vegetable garden into a much larger permaculture garden. We were also able to implement a 10 week Garden Ambassador program for a number of our students. The ‘Living Classroom’ will be an ongoing program and much of the produce that was harvested ended up in our new kitchen, where it was created into hearty meals for our school community.

The introduction of Interactive Whiteboards as a learning tool into each classroom was a major initiative for 2011. Teachers undertook intensive professional development to support the introduction of this exciting learning tool.

The P&C and the school community also worked together to significantly improve the school environment. The administration area was improved thanks to the availability of funds from the asset division. This involved transforming an existing class space to a meeting room, new Principal office, a long overdue First aid room and a secure store. The school was given a coat of paint in several classrooms and in the hallway. The weather shed at the end of the main building and the toilet block also underwent changes. The weather shed was enclosed with windows and lined. A sink and cupboards were installed to store art and craft resources to complete this multi-purpose room.

The floor in the toilet block was tiled, new sinks were installed and improvements were made to the cubicles. Both of these areas were freshly painted. These improvements were possible due to the generous contribution made by the P&C, school funds and a State Government Community Building Grant.

Student achievement in 2011

The pursuit of academic excellence for all students is of high priority. Results achieved by students in Years 3 and 5 in the national testing program, NAPLAN; continue to be of a high standard. Our students performed particularly strongly in both Year 3 and 5 in Reading, Numeracy, Grammar and Punctuation.

Students at Coledale PS were provided with a multitude of opportunities and experiences in the areas of academics, sport, creative and performing arts and social skills. Our students enjoyed these experiences and at all times displayed respect for their fellow competitors.
Messages

Principal’s message

2011 will certainly be a year I will remember with great fondness, being the year I was appointed as Principal. But I also hope it will be remembered as the year we made a number of changes to provide our students with a comprehensive education. Our school has established high expectations for all students and is gaining momentum in delivering quality learning experiences to meet these challenges. Technology is beginning to be embedded into all curriculum areas. The introduction of interactive whiteboard technology across the school has helped accelerate this process.

Professional learning for teachers was focused on key educational programs and on providing quality learning experiences for all students. Staff participated in the Literacy on Track program throughout the year with a focus on reading. The K-2 teachers also completed the TEN (Targeting Early Numeracy) program. Both of these programs gave the staff added knowledge and understanding of the learning continuum in Literacy and Numeracy. The increased ability to differentiate the curriculum to meet the needs of all students and support their quality teaching were positive outcomes of this learning.

Research clearly identifies that the school and classroom environments have an impact on learning outcomes for students. Our continued emphasis on providing students with a settled and positive classroom environment means that students at Coledale Public School have the opportunity to reach their learning potential. Confidence, success and happiness are encouraged in our students and these attributes are fostered through our peer support programs and our student welfare policy.

Our students take pride in their achievements and respect the valuable contributions of both themselves and others within the school and throughout their educational journey. Our parent community provides quality support to school programs. Our school environment reflects the positive partnership we have developed and maintained between school and home and our communication channels ensure essential links between our whole school community.

The P&C is a great strength of our school and has made valuable financial contributions towards building school resources to support teaching and learning and in maintaining and improving our school grounds. Their significant contribution towards literacy and numeracy has enabled the school to boost its resources and provided the necessary variety to cater for the learning styles of our students.

On the eve of our Centenary year, I look forward to celebrating with the whole community of Coledale, our 100th birthday in 2012. Lots of preparation has begun for this wonderful milestone of public education in Coledale. I know many former and present staff, students and community members will come together to make this a memorable event.

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.

Mrs. Tanya Potter
Principal

P & C message

2011 saw our school community continue to grow and change, the most significant being the appointment of our new Principal, Mrs. Tanya Potter and the installation of our beautiful permaculture garden and Living Classroom.

The Coledale P&C Association is a vibrant community organisation and I am constantly surprised and energised by the commitment of the parent community to our small school. The P&C believe that education is a partnership between the home and school. Our community lives this by example, running the school canteen, assisting in the garden and grounds, reading with students, running the BBQ at the markets and importantly in 2011, preparing for our school centenary in 2012.

The P&C monthly meetings have seen new members come along and bring much needed skills and ideas, and I thank all who have
attended. The sub committees have worked very hard over the year. The Environmental Committee assisted with our new living classroom as well as applying for grants for solar panels and assessing our schools overall sustainability and planning for the future. The Fundraising Committee continued the many tasks including selling student calendars, supporting our monthly BBQ at the Coledale Markets and running our Movie Night. Thanks to all our families who help out at the BBQ; it really is our biggest fundraiser and a great contact point for the community and the school each month.

I would especially like to thank Jenny O’Donnell, Jenni Keers and Michelle Lilliendal for their work in keeping the BBQ sizzling. Jenni Keers has worked hard to coordinate this fundraiser and we are sorry she has had to step down from the role. The Canteen Committee continued to provide lunches on Thursdays, thanks to all who volunteered and another big thanks to Mel Sellers and Joanne Chilton for coordinating and cooking and lugging drinks and food each week. Lisette Tatnell took the job of Uniform Coordinator, and I thank her for her patience as she dealt with various uniform suppliers.

All the fantastic fundraising of the past few years really came to fruition in 2011 with the P&C installing the new kitchen for cooking classes and the canteen, as well as receiving a $20,000 grant from the NSW State Government’s Community Building Fund to assist in refurbishing our toilets and building a multi-purpose art room in the old weather shed. We also received the Living Classroom grant from the three local councils. The P&C also gave the school $10,000 towards literacy resources. With the grants and our funds we pumped around $73k into the school – pretty impressive for such a small school!

The Centenary Committee, led by Joanne Chilton, worked extremely hard in planning the school’s big celebration for March 2012, with regular meetings and innovative fundraising. The recent celebrations, with their impressive turn-out and great spirit of community are a testament to their hard slog. Thank you all for a wonderful celebration of our school community.

To all the P&C Executive and Committee members, thanks again for your commitment and effort over the year particularly Jenni Keers, Treasurer; Jenny O’Donnell, Vice President; Joanne Chilton, Vice President, Lynn Tamsitt, Secretary. I would like to sincerely thank the Principal Tanya Potter and all of the teachers and the school administration staff, especially the fabulous Jane Stalker, for their practical support and assistance to the students, the parents and the P&C throughout 2011.

In 2012, as Australia heads towards adopting a new National curriculum and embraces new technologies, our small school also grows and adapts to new technologies, aiming to become a sustainable and innovative place of learning. We are excited to be in a caring and supportive community that acknowledges our children are our future. I thank all the amazing community members who have worked so hard over the year to fundraise, mend school equipment and work in our beautiful grounds, leading the school into a generous and friendly, teaching and learning community for the 21st Century.

Annie McNamara
President Coledale Public School P&C Association

Student representatives’ message

Being school captains in 2011 has been such an amazing experience. Taking on this role was a challenge which has definitely prepared us for the future. We think our position in the school was a very important role. It gave us many opportunities to lead and show how we can be responsible. As a result we have both grown in confidence and matured in many ways.

During the year we also meet new people and learnt different skills. Tasks such as participating in the opening of our new library, welcoming visitors to our school, leading an assembly, attending the leadership day at Bulli High School and representing the school at the Dawn Service
are a few of the highlights of the year. All of these experiences have made a difference to our lives and are things we will remember for many years to come. Becoming a leader is not always easy, though it proves that if you believe in yourself you can achieve your dreams.

Coledale Public School is a terrific place to attend primary school. This year Stage 3 participated in many activities: we went to camp at Narrabeen for a week, we played in the small school soccer competition, we played sport in the PSSA competition, we wrote articles promoting our school for the newspaper, we debated, we were Peer Support leaders and led the school many times to name a few. All were wonderful opportunities and experiences we will remember as we head off on the next chapter of our lives. We wish all students the best of luck.

Kara Donald and Zeb Lilliendal

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>35</td>
<td>31</td>
<td>34</td>
<td>37</td>
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<tr>
<td>Female</td>
<td>36</td>
<td>44</td>
<td>45</td>
<td>54</td>
<td>50</td>
</tr>
</tbody>
</table>

Management of non-attendance

Non-attendance is monitored on a weekly basis using an electronic data base. Processes have been put in place to facilitate an effective means by which the parents and the school can form communication links in relation to school absences.

Departmental policies and procedures are implemented in relation to applications for extended leave for families taking extended holidays during the school term.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Staff and community meetings resulted in the school enrolment being distributed between four classes. As a result our 2011 enrolment of 87 students were placed in three multi-stage classes and 1 stage class catering for students from Kindergarten to Year 6.

The staff is committed to the concept of multi-age classes and lessons are organised to meet the learning needs of individual students.
Staff information

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

Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No staff member at Coledale Public School has an Indigenous background

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Part time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>6.37</td>
</tr>
</tbody>
</table>

Staff retention

There was a change in Principal for 2011 with the previous Principal gaining a position following merit selection at a larger school at the end of 2010. A Principal was appointed to our school following a merit selection process being conducted. Mrs. Tanya Potter commenced at the school at the end of February.

All other permanent staff were retained for 2011. During the second semester Anne Brokenborough was granted leave to reduce her teaching load to 0.6 and she commenced job sharing with Mrs. Anthea Bartlett. The school was also involved in the School Learning Support Program trial which commenced in 2010 and continued during 2011. We were allocated 0.1 Ms. Cheryllyn Fenton.

During Term 2 we also had an ESL enrolment and were granted ESL support of 0.1 till the end of the year which was filled by Mrs. Penny Redfern.

Teacher qualifications

All teaching staff meets 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>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
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</table>

Financial summary

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

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>46497.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>118628.09</td>
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<tr>
<td>Interest</td>
<td>4051.56</td>
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<tr>
<td>Trust receipts</td>
<td>3006.59</td>
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<tr>
<td><strong>Total income</strong></td>
<td>322707.44</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>14757.19</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7969.91</td>
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<tr>
<td>Extracurricular dissections</td>
<td>43249.92</td>
</tr>
<tr>
<td>Library</td>
<td>1124.26</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6578.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43465.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9431.38</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35143.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9386.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28224.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2982.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>60915.08</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>263230.06</td>
</tr>
</tbody>
</table>

Balance carried forward: 59477.38

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Choir

The school choir practised each week during Terms 2 and 3 under the guidance of Mrs. Brokenborough and Mr. Galvin. They sang at the Annual Choral Festival at Wollongong Town Hall. They sounded magnificent and were wonderful ambassadors for our school.

The choir also performed at our special assemblies throughout the year. They added their creative flair to a number of songs as well as giving strength to our National Anthem.

Premier’s Primary School Reading Challenge

A number of students participated in the Premier’s Reading Challenge this year. The Challenge aims to encourage students in fostering a love of reading for leisure and pleasure, and to allow students to experience quality literature. In 2011 all of our K-2 students completed the challenge and Michaela Sheath in Year 3 completed the challenge. Our goal in 2012 will be to have more students in Years 3-6 complete the challenge.

Debating and Public Speaking

Debating and public speaking offers students both vital argumentative and persuasion skills, and teaches them how to be an effective speaker, who can use language in a fluent and clear manner to be understood by an audience.

Coledale Public School students had the opportunity to participate in both debating and public speaking competitions. It was the first time our students competed in our Community of Schools debating competition. They enjoyed the experience and went well for their first time. Many thanks must go to the parent helpers who mentored and worked with the stage three students to enhance their debating skills. Team members from other primary schools gave advice and assisted our students to understand how to conduct a debate and improve their arguments.

Sport

Physical Education

Students in Years 3-6 participated in a structured Fundamental Movement skills program again in 2011. These sessions were held three times each week, with each session lasting 20 minutes. Each session began with fitness activities, and was followed by the development of skills ranging from catching and passing, kicking and catching, to skipping and dance. Games provided opportunities to practise skills and cooperate in teams. Children in K-2 were involved in a tabloid type activity each Friday. Displaying good sportsmanship and a willingness to actively participate are what we strive for at Coledale. By promoting these attitudes, we have seen a significant improvement in skill levels, particularly with the younger children.

Sport

Coledale students love their exercise and sport, with an on-going soccer game being played at most breaks times. This game involves many children from K-6, helping foster school spirit, develop confidence and skills, and promote an active lifestyle.

All students participated in the Gymsports, the Premier’s Sporting Challenge and Footsteps Dance program.

Thirty students participated in the Special Swimming Scheme.

Students in Years 3-6 also participated in PSSA sports in Terms 2 & 3 in netball, soccer and touch football. Other sporting opportunities included swimming, cross country and athletics carnivals. We had students compete at district and regional levels, with one student advancing to the state carnival at Homebush in swimming.

For the third year our Year 5 & 6 students competed in the N.S.W. Small Schools Soccer Knockout and advanced through to the second
round. Once again, we were defeated by a skilful Exeter outfit.

Sports clinics were held at school by St. George Illawarra Dragons and Cricket N.S.W.

Our goal is to develop attitudes, habits and social skills that lead to active participation. We realize that fit and healthy students, who are able to make positive lifestyle choices, have improved confidence and self-esteem.

**Premier’s Sporting Challenge**

The N.S.W. Premier’s Sporting Challenge is a NSW Government initiative that aims to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles. It includes a range of programs with one common purpose: to have more students, more active, more often! This year all Coledale students took up the challenge with most achieving gold status. Coledale School received a grant for participating in this program. This grant enabled us to purchase a still camera and a video camera, which we are using to record the children in action at sport and also so they can analyse their performances.

**Active After School Communities**

Following a successful application to be involved with the Commonwealth funded program our school commenced participating in this program during the second semester. Each Monday and Thursday afternoon we have approximately 60% of our students remain behind to be ‘active’ from 3-4pm. The smiles and laughter that could be heard ringing through the school yard was a credit to the program. Not only were the children having fun but they also were improving their skills in a number of sports and of course their fitness levels. This healthy activity is also developing positive habits which will hopefully assist in continuing healthy choices for many years.

**Other**

**Narrabeen Camp**

The Camping Program at Coledale Public School is an important part of our whole school education program. Camping not only offers academic opportunities, but a real chance for children to develop socially outside the family and school environment. It encourages cooperation, responsibility and helps make the children more independent.

The children are able to attend four different venues over the four years that they are in the primary department. Each camp is different, providing both challenging and rewarding experiences that are often the highlight of their years at the school. Some of these experiences are quite challenging at times, making children step out of their comfort zone and face their fears. This year’s camp at Narrabeen contained a few activities of this nature, namely abseiling, kayaking and sailing. These camps are a great learning experience for students, providing invaluable academic, recreational and social opportunities that students cannot be exposed to in the normal school setting.

**Academic**

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.

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Literacy – NAPLAN Year 3

The small size of the cohort makes it difficult to perform an accurate overall analysis of individual item results. Instead each student’s individual item results have been reviewed to determine specific focus areas for further attention.
Numeracy – NAPLAN Year 3

Percentage in bands:
Year 3 Numeracy

Literacy – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 5 Spelling
Numeracy – NAPLAN Year 5

Progress in Literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Progress in Numeracy

Average progress in Numeracy between Year 3 and 5
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Professional Learning

The teaching staff has all engaged in a variety of quality teaching activities to support the growth of the children. Staff engaged in two key programs;

The Targeted Early Numeracy (TEN) intervention program fulfils a Government commitment to provide support for students experiencing substantial difficulty in learning numeracy in the early years. Our goal at Coledale is to guarantee all students are on track with Numeracy by the end of Stage 1.

The Literacy on Track: (LOT) is a professional learning program that has been completed to scaffold the K-6 program and is designed to support teachers and school leaders to improve literacy outcomes and reduce the literacy differences for K-6 students within the school.

The program has a focus on supporting K-6 teachers to implement quality literacy assessment and teaching practices in their classrooms.

The program integrates the teaching of reading, writing, talking and listening and includes:

* Assessment for/of literacy learning
* Planning for literacy teaching.
* Teaching literacy in a balanced, integrated, explicit and systematic way.

Aboriginal Education

2011 has seen a continued effort and commitment to Aboriginal education at Coledale Public School. Teaching and learning through Aboriginal perspectives is an important part of our students’ education.

We are committed to promoting the educational achievements of all students and to enhancing the knowledge and understanding of all students about Aboriginal Australia.

Children identified as being of Aboriginal or Torres Strait Islander heritage have their progress monitored, with personal learning plans. We recognise there is a need to improve educational outcomes for Aboriginal and Torres Strait Islander students to a level comparable with those of the general school population.

Our school attends monthly NIAECG meetings (Northern Illawarra Aboriginal Education Consultative Group) to ensure the values of the Aboriginal community are upheld. The NIAECG promotes respect, empowerment and self-
determination and believes the process of collaborative consultation is integral to achieving equity in education and is fundamental to the achievement of equality. The AECG advocates cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal people & students is recognised and valued.

In 2011, Coledale Public School held an Indigenous Day. All students participated in activities aimed at promoting an understanding of Aboriginal and Torres Strait Islander culture. Our school community combined with the local pre-school Planet Childcare, to raise money to enable the school to purchase and erect an Indigenous flag pole. This goal was achieved and thanks to a wonderful community member Terry Wray we now can proudly fly the Indigenous flag.

Environmental Education

This year various programs were continued as part of the School’s Environmental Management Plan (SEMP) 2009-2011. Classes spent time each week tending the vegetable garden. A mentor program ensures new students are aware of practices for looking after the gardens, recycling procedures and water saving strategies.

Following a successful application for a grant from Wollongong City Council we were able to construct a ‘Living Classroom’. Part of the grant enabled us to train some students over a ten week period. In Term 4 our Garden Ambassador Training program commenced. Mr. Aaron Sorenson, a qualified horticulture teacher, attended the school every Tuesday to lead the program. 18 students were chosen to complete the program. Their classroom was the garden.

In the organic garden program students learnt: the importance of plants in food production; how agricultural practices affect the environment; basic botany through observations of plant growth; how plants reproduce and how soil life forms affect the health of plants. Practical applications for mathematics were undertaken by measuring planting distances, dividing beds for broadcasting seed, weighing seed and produce. Beneficial insects and fauna were associated with respect for nature in general.

Social aspects of the program involved how to manage natural resources, how to work as part of a team, being responsible and caring for living things, a sense of pride in being able to produce their own food and management of the school’s organic waste eg. composting. The program also expanded students’ vocabulary through a glossary of gardening words. They improved their communication skills through keeping a diary of the progress of their garden.

Progress on 2011 targets

A three year Management Plan is in place which outlines in detail the educational aims that have been set out for our school. Each year targets are identified in order to provide explicit direction for personal growth and academic excellence.

This is the final year of the current plan.

Target 1

Literacy
All matched students in Year 5 (2009-2011) achieving growth at expected level in Writing.

Increase the number of Year 3 students achieving proficiency standard in writing.

Focus on Quality Teaching to increase student engagement and improve teaching practices.

Our achievements include:

• focused professional learning undertaken by all teachers.
• 92% of students achieved stage appropriate outcomes according to school based data in November.
• teaching activities are being differentiated to cater for the needs of the students.
• 100% of Year 3 students and 92.3% of Year 5 students are achieving at or above minimum standards in writing.
• Teachers are monitoring each student’s progress and adjusting the teaching activities to suit.

**Target 2**

**Numeracy**

All matched students in Year 5 (2009-2011) achieving growth at expected level.
Increase the number of students in year 3 achieving proficiency standard. (Current achievement 45%).
Focus on Quality Teaching to increase student engagement and improve teaching practice.

**Our achievements include:**

- 100% of Year 3 and 5 achieving minimum standards or above in numeracy in NAPLAN.
- Quality teaching practices being implemented in all numeracy lessons.
- Staff trained and implementing TEN in all K-2 classrooms.
- Activities being differentiated in all classrooms to cater for the diversity of the students.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Management and Creative Arts.

**Educational and management practice**

**Student Reports**

**Background**

As a school we produce a written report to our parents two times a year in June and December. This report is a school based report made from a proforma based on guidelines from the DEC. We asked our parents to return a written survey about the meaningfulness of this information.

37 responses were received from a possible 86.

**Findings and conclusions**

28 surveys returned found the reports very informative and thought the report gave them a clear understanding of how their child had progressed.

While 9 thought it was informative and gave them some understanding of their child’s progress.

0 thought it was lacking in useful information.

In terms of their child’s progress 23 were very pleased with progress made while 14 were somewhat pleased. 0 parents were disappointed

**Future directions**

Some parents indicated that they would like more information about how their children were achieving in terms of their peers. This is indicated on the reports but may need further explanation to the parents. This will be covered next year at the interviews that are held with the written reports in June.

**Curriculum**

**Creative Arts**

**Background**

For the past few years Coledale Public School has been allowing two private groups - Thirroul Music Academy (4 terms per year) and Footsteps Dance company (1 term per year) to come to the school to provide group lessons. The groups attend the school during the morning session one day a week to supplement the Creative Arts program offered by the school. Parents pay fees for these additional programs. The school was also involved in the Illawarra Choral Festival. All other creative arts lessons were conducted by class teachers.

**Findings and conclusions**

There were 34 surveys returned at the end of Term 3 which equates to 56% of our families. Of those returned 19 indicated their children had been involved with the Thirroul Music Academy program and 34 had been involved with the Footsteps Program. 17 of the surveys returned indicated they had been involved with the Choral Festival.

A number of surveys returned did make an unsure response or neutral response.

Only 4 surveys indicated that Visual Arts is not an important subject. The rest agreed it is an important curriculum area.
18 surveys said their children had developed new musical skills and 27 said their children enjoyed performing.

26 responses agreed Footsteps was a great program and 14 agreed the TMA program was beneficial. While 11 were unsure/neutral indicating we may need more of a reporting process for the program.

13 surveys indicated they would like changes made to our Creative Arts program while 18 were unsure.

Future directions

Staff has raised concerns that the Creative Programs are held in the morning time slot. We need to address this and move programs and activities where possible to after lunch.

We also need to look at what alternatives and options we as a school can offer especially in the music section of Creative Arts.

Other evaluations

Parent Satisfaction

Background

In 2011 the school sought the opinions of parents about the school. It was a simple survey where parents had to indicate by placing a tick on the continuum 1 (being least satisfied) to 10 (most satisfied). By placing the tick they would rate their satisfaction.

They were also asked if they could change or improve one aspect of the school, what it would be.

Findings and conclusions

There were 32 responses received for this survey.

In the satisfaction survey there were no ticks placed on the numbers 1-5. Then the following responses were received:

1 response for Number 6
5 responses for Number 7
9 responses for Number 8
7 responses for Number 9
10 responses for Number 10 Most Satisfied.

Aspects of the school people indicated that they would like to see changes were:

Rewards system, opportunities for the creative arts, more technology, leadership opportunities, alternatives to current discipline, alternatives to Scripture lessons, limiting across stage classes and providing more opportunities for boys.

Future directions

A number of the areas that parents felt needed change were also identified by staff and students when an evaluation was made of the school plan.

These areas will be included in next year’s plan and changes will be made in consultation with the whole school community.

Professional learning

All professional learning undertaken by our staff in 2011 was aligned with our school plan. It was related to our school needs focusing on teacher learning to improve student outcomes.

The focus areas for professional learning for 2011 were:

- Completing Literacy on Track professional learning with Carol Bridge.
- Making It Count.
- Targeting Early Numeracy (TEN).
- Anaphylactic training and CPR / Emergency Care training.
- PDHPE – game skill development.
- Developing assessments using the resources of NAPLAN.
- Community of Schools – literacy group where the focus was on literacy acquisition in the early years.
- Technology – development of the website, intranet and using the IWB in classrooms effectively.
- Leadership – development in all aspects of school management.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

School based data will show each student achieving individual learning potential in relation to Stage outcomes for Literacy and Numeracy.

- Increased levels of literacy and numeracy achievement for all students
- Strengthened teacher capacity to improve student learning outcomes.
- Improved diagnostic assessment of students’ learning.

2012 Targets to achieve this outcome include:

- To improve literacy outcomes of every student with a focus on spelling, reading and comprehension.
- To improve Numeracy outcomes of every student with a focus in Number.

Strategies to achieve these targets include:

- Utilise the Literacy Continuum K-6 and knowledge gained in Literacy on Track to explicitly focus on Comprehension 2012.
- Staff access Literacy, Language and Learning L3 training and implement.
- Spelling review conducted and a coordinated whole-school approach in spelling to be implemented.
- Continue to implement TEN and commence Counting On in Stage 3.
- Train new staff members to implement TEN.
- Best Start Kindergarten assessment in place.
- Systematically use NAPLAN and internal assessment data to inform and improve teaching and learning.
- Provide workshops for parents to increase level of understanding of literacy.
- Students will be encouraged to participate in the Premier’s Reading Challenge.
- Implement new Australian Curriculum syllabus documents.
- Staff in professional learning utilising Regional, COS and school personnel to develop effective teaching strategies for literacy and numeracy – best practice linking to the Quality Teaching Model.
- Tracking students’ progress on the literacy continuum and planning activities to further develop their knowledge.
- Tracking students’ progress on the Learning Framework in Number (LFIN).

School priority 2

Outcome for 2012–2014

Increase all students and teachers capacity to lead school programs.

2012 Targets to achieve this outcome include:

- Expand leadership opportunities for staff and students.

Strategies to achieve these targets include:

- Build leadership capacity of identified teachers by providing opportunities to share professional learning e.g. leading professional teaching workshops, team teaching
- Strategic professional development for all staff, through increased use of regional personnel and online resources.
- Teacher Assessment Review Schedule in place. This includes assigning one on one time to meet regularly with each staff member to identify professional learning goals, support strategies and achievements of success.
• Providing leadership activities for all senior students. Recognise their contributions formally with monitor badges. If positions have been filled with committed dedication all year then a special excursion may be arranged.
• Leadership opportunities in our school setting may include: Living Classroom, library, promotion – flags, computer room and sports equipment.

School priority 3
Outcome for 2012–2014
Technology utilised to further enhance the teaching and learning.

2012 Targets to achieve this outcome include:
• Increase technology use so it is embedded in every student’s learning.

Strategies to achieve these targets include:
• Ensure the computers are operational and through fundraising gain additional funds to purchase machines.
• Develop a scope and sequence of skills as related to the curriculums and ensure it is implemented.
• Staff to develop rich and meaningful tasks for the students’ development in line with the syllabus and scope and sequence.
• Continue professional development in the use of IWB’s. This may be done informally and formally by engaging in conversations and sharing sessions with other schools in our SEG group.
• Be involved in VC’s with different groups such as Breakkie with a Techie and TUM meetings.
• Staff to explore latest technologies such as the iPad and how they could be used effectively in the learning programs of our school.
• Teachers are to develop Professional Learning Plans that include enhancing their own knowledge and understanding of how the use of ICT can be used to engage their students and improve student learning outcomes.

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.

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