Coledale Public School
Annual School Report
Our school at a glance

Students
Coledale Public School caters for the children of families in the coastal communities of Coledale and Wombarra, the northern suburbs of the Illawarra Region. In 2012 there were an average of 116 students from 75 families.

Staff
Coledale Public School has an experienced staff who are committed to providing relevant, engaging learning programs which are the basic grounding for the wonderful achievements by the students of our school. In 2012 this comprised 5 teachers, 3 office staff, a General Assistant 1 day per week, a Learning and Support Teacher (LAST) 1 day per week and a School Learning Support Officer (SLSO).

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

Significant programs and initiatives
In 2012 the school implemented the following programs and initiatives:
- Aboriginal Education
- Spelling Review K-6
- TEN and Counting On Numeracy Programs
- Active After School Communities
- Crunch and Sip Program
- Sun Smart Program
- Kindergarten and Year 6 Transition Programs
- Better Buddies Program
- Premier’s Reading and Sporting Challenge
- Premier’s Spelling
- Learning Support Team
- Multilit program
- Reading Recovery
- The ‘Living Classroom’ program

Student achievement in 2012
Once again, students from Coledale continued to produce strong results in the National Assessment program in Literacy and Numeracy (NAPLAN) when compared to state and national averages. Please see the Academic section of this report for a full précis of these results.

Messages

Principal’s message
It has been a very busy and exciting year for all at Coledale. We celebrated the Centenary of the School in March with three very full days of celebrations. Past staff and students joined in with our present and future students. Our Centenary Committee did a magnificent job producing a wonderful book and coordinating our celebrations.

In September we held our Official Opening of our ‘Living Classroom’. Our program was also formally acknowledged by the Wollongong City Council Rise and Shine Awards when we were awarded the Excellence in Environmental Education award in December.

Throughout the year many improvements were made to the school grounds. Our rusty COLA was removed and a new one proudly stands in its place. Our northern boundary fence was replaced, new garden sheds were erected, a demountable was installed for the 5th classroom, solar panels were installed and a garden storage area was established.

Throughout Term 4 many of our talented parents, staff and students workshoped together to develop a creative performance covering many aspects of the Creative Arts curriculum. ‘Unexpected Magic’ was presented to the school community in December and was truly a magical production that touched the hearts of many and showcased the talent amidst the Coledale PS community. It was an exceptional opportunity for our students.

It is an exciting time in so many ways in our school community. However, our priority at Coledale still remains, to continue to provide quality teaching and learning programs for all students. Our NAPLAN results again this year were commendable. The school is highly regarded in the local community because of its educational programs, physical environment and active parent involvement.

Once again our active parent body has provided intensive support for the programs at our school.
Through fundraising they were able to donate $10,000 to purchase resources and equipment.

This report details our achievements and school improvement targets in 2012. In working with students, staff and parents, we will continue to ensure the best possible education for students.

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

P & C and/or School Council message

2012 was another year of great growth and change in our small school by the sea. The Coledale P&C Association achieved a number of significant projects for the school and continued its commitment to supporting the students and the community of Coledale.

The P&C believe that education is a partnership between the home and school, and our community certainly live this by example, running the school canteen, working in the garden and grounds, reading with students, running the BBQ at the monthly markets and much more.

The P&C monthly meetings are always lively and we are grateful to all who attend and contribute. The various sub committees have all worked extremely hard. The year began with a wonderful celebration of the School’s centenary. The Centenary Committee had been planning for many months and gave us a great terrific celebration for our community. Thanks to Joanne Chilton who led this and spent many hours chasing archival material for the Centenary book.

The Fundraising Committee kept the BBQ sizzling each month, raising significant amounts of money through this and other activities including a mothers’ dinner, a rather hairy cricket match in ‘Movember’, a special Christmas shop and selling donated tutus. Thanks must go particularly to Chantal Kershaw and her team for all their hard work.

Our canteen service one day a week has lots of happy customers. Thanks to Mel Sellers and Joanne Chilton for organizing, buying and juggling orders. It was pleasing to see the fresh food specials were popular and made use of the super fresh ingredients from our prolific garden.

Our beautiful garden grew and produced over the year, led by the effervescent and knowledgeable Aaron Sorensen. The delicious produce harvested by students was picked, cooked and sold, and bought in much needed cash for new plants and materials. Peabody Mines generously supported the garden with a grant of $2500, thanks to sweet-talking of Jane Fullerton-Smith. After a lot of careful and measured negotiation from Lisa Miller, our solar panels were installed late in the year. Thanks also to Lisa for all her grant writing and assistance in ‘greening’ our school. So many changes happened in the garden; compost bays were built, a garden shed erected with many parents donating materials and laying concrete. A secure garden area was created under the year 5/6 classroom, where we can store wheelbarrows, plants, hay and the like. All the hard work was rewarded with our garden winning the Rise and Shine Award from Wollongong City Council at the end of the year and $1000 towards our garden program.

The year finished with our beautiful celebration of Unexpected Magic, an amazing night of music, dance, performance and fun. For the whole of Term 4, professional parent artists worked with students, extending the
creative arts curriculum and weaving some magic. Over 400 people attended, welcomed to country by local elder, Richard Davis. The haunting sounds of the didgeridoo, played by David Field, drifted over the audience and signaled the opening with a beautiful dance piece from with the whole school. Thanks to all the parents involved and particularly to Al Battestini for her vision and drive for the celebration, Frances Rings for her choreography and her teaching, and Kenny Bartley for the many hours teaching music and singing across the school. So many people were involved, cooking, setting up and packing down the show, lending tablecloths and fabric, decorating, building, making costumes, lanterns, sets and above all teaching and modeling amazing skills to all our children.

To all the P&C Executive and Committee members, thanks again for your commitment and effort over the year particularly Jenni Keers, Treasurer; Leah Morgan, Vice President; Kym Shilton, 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, for their practical support and assistance to the students, the parents and the P&C throughout 2012.

Annie McNamara
President
Coledale Public School P&C Association

Student representative’s message

Last year, when we wrote our speeches for School Captain, and then we were elected as Leaders and Captains of Coledale Public School we knew it would be great, but we didn’t know what an amazing year we had in front of us. Being school leader has definitely helped us for the future, making us more mature, responsible and confident.

Throughout the year we have had our Coledale PS Centenary, our official garden opening, and Unexpected Magic, the awesome end of year show. Stage 2 and 3 have also participated in PSSA sport, Athletics, Swimming and Cross Country Carnivals. We debated, led the Peer Support program, were Buddies to Kinder, wrote articles about our school in the Illawarra Mercury, we went to camp at Katoomba for three days just to name a few.

As leaders and Captains we have had the opportunity to run assemblies, welcomed and thanked new visitors to our school, conducted the special assemblies for our Centenary and Garden Opening. We represented the school at the Dawn Service and the Environmental Awards.

We think Coledale PS is an excellent school for primary students to attend. As the 2012’s Captains and Leaders we thank the staff, P&C and students for all the wonderful opportunities we were given. We wish all future students the best of luck and hope the school continues to shine throughout the next Centenary.

Tamara Lilliendal & Liam Chilton School Captains
India Goss Maher & Tom Yew School Leaders

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

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<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
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Student attendance profile

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<th>2012</th>
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<tr>
<td>K</td>
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<td>96.1</td>
<td>95.8</td>
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<tr>
<td>1</td>
<td>92.5</td>
<td>93.5</td>
<td>97.0</td>
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<td>2</td>
<td>96.8</td>
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<td>95.5</td>
<td>94.7</td>
<td>94.6</td>
<td>95.5</td>
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Management of non-attendance

There are never many individual cases of poor or non-attendance of students but when they do arise all cases are referred to the Home School Liaison officer. We work together to implement programs that will improve the attendance of those students.

We do however have a lot of students who take between 1 and 4 weeks off a year to go on family holidays. Departmental policies and procedures are implemented in relation to applications for extended leave for families taking extended holidays during the school term.

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

<table>
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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher RFF</td>
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<td>Part time Teacher</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.606</td>
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<tr>
<td>Total</td>
<td>7.88</td>
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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.

Staff retention

All permanent staff were retained for 2012. Anne Brokenborough took Part Time leave, working 0.6, Anthea Bartlett worked as a Temporary for 0.4 to fill this position.

A temporary teacher, Sue Mooney was also employed to allow the fifth class to be created with our increase in enrolments.

Our increase in enrolments saw our SASS staff allocation increase by 0.1. This casual position was filled by Nicole Oldfield.

Jim Galvin was also Acting Assistant Principal for the year with the increase of enrolments.

Mrs Rose Jackson was appointed to our school as Learning and Support Teacher for 0.1 replacing Ms. Cherylyn Fenton following the relocation of staff with the restructuring of support staff.

Teacher qualifications

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

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

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

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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Canteen</td>
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</table>
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

In 2012 we celebrated the Centenary of our school. This is a remarkable achievement and throughout the year our school had many wonderful events and results.

Achievements

Arts

Choir

In 2012 the choir continued to excel. All students in years 3-6 form the School Choir under the guidance of their class teachers. The choir performed at the Wollongong Schools Choral Festival in August at the Wollongong Town Hall. The 54 children from Year 3 to 6 sang en masse and individually.

Music Opportunities

Our school provides opportunities for the students to perform and play music. We do not have a formal band program but opportunities are still available. This year our Stage 2 students learnt to play the recorder. Two Stage 3 students attended the Regional Band Camps at Stanwell Tops and also Jamberoo. India also played at the Wollongong Instrumental Festival as a member of the Regional Band Ensemble.

Early Stage One and Stage One students also participated in after school musical activities.

‘Unexpected Magic’

In December our school presented to the community a wonderful production ‘Unexpected Magic’. This was the culmination of parents, students and staff combining their expertise and talents to produce an amazing performance. After many workshops in dance, drama, visual arts, acrobatics and music the show was ready. The evening commenced with a community meal of pasta, made with many ingredients from our garden. Our compere for the evening Maria Right on Time kept us laughing all night long.

There was:

- Welcome to Country
- Indigenous Dance + Didjeridoo playing
- Circus Tumbling and Balancing
- Sideshow Acts
- Student Band + Parent Band
- Tiny Happy Choir
- Flash Mob Dancing
- Abba
- Lantern Parade

It was a delightful evening and our production displayed the wonderful spirit of ‘parents as partners’ in the education of our students.

Debating and Public Speaking

Debating and public speaking offers students both vital argumentative and persuasion skills, and teaches them how to be effective speakers, 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. Our students competed in our Community of Schools Debating Competition. They enjoyed the experience and many thanks must go to the parent helpers who mentored and worked with the Stage Three students to enhance their debating skills.

As a school all students had the opportunity to develop their Public Speaking skills. Stage finals were held with the students presenting impromptu as well as prepared speeches to the school. Three students – India, Charlotte and Milla then went on to represent or school at the Seacliff Community of Schools Finals.

Sport

We endeavor to provide the opportunity for students to play and represent in as many sports as possible.

Active After School Communities

This year we have been fortunate to have offered many interesting and varied sports on Monday and Thursday afternoons. These have included cheerleading, tennis, oztag and hockey. The children have learnt new skills and had lots of exercise and fun during this time.

On average we have seen around 42 participants or in other words a third of our school community are involved in this program. This Federally funded program is helping to combat childhood obesity and keeping our students active.

Personal Development, Health & Physical Education.

The school staff have put in considerable time, effort and resources to present to the students of Coledale School a balanced personal development, health and physical education (PDHPE) program.

Through analysis of student participation levels, fitness levels and an outcome based review of syllabus based programs, the staff were able to monitor children’s progress, assess their individual needs and prioritise future directions.

Programs offered by the school are significant and broad in their coverage of outcomes of the syllabus. It must be noted that the majority of students are able to meet the outcomes of their stage because of the extensive programs that have been established at this school over the years.

These programs include:

- Fitness for Years 3 – 6, three times a week, focusing on fundamental movement skills;
- K – 2 fundamental movement skills program;
- Dancing K–6, (Footsteps)
- Swim school for Years 2 – 6;
- Peer Support for Years K – 6;
- Premier’s Sporting Challenge;
- Primary school sport for Years 3 – 6;
- Road and Bus safety for Years K – 6;
- Child Protection for Years K – 6;
- Surf awareness for Years 2 – 6.

PSSA.Sport.

This year all children in Years 3 – 6 participated in PSSA Sports in Terms 2, 3 & 4 in netball, soccer, touch football, and Dragontag. Other sporting opportunities included participation in the swimming, cross country and athletics carnivals. Children also had the opportunity to try out for District teams in various sports. Callum Oliver-Richardson went on to represent the District in basketball and soccer while Maya Bartley made...
the District basketball and soccer team. Liam Chilton also represented the District in soccer. Callum also went on to represent the school and district at the annual South Coast Athletics Carnival in Canberra. Kaimana Fittock once again showed her immense swimming talent by winning the 10 years girls 50 metres freestyle at the South Coast Regional Carnival and advancing to Homebush for the State Titles. Congratulations to Callum, Liam, Maya and Kaimana and all the children whole represented the school this year in some avenue of sport. At Coledale we promote and emphasise active participation, good sportsmanship, having a go and enjoying the moment. These are the qualities that lead to prolonged participation.

Premier Sport – Diamond Award
This year our students gained Diamond, the highest award that can be achieved in the Premier Sporting Challenge. A wonderful accolade for everybody’s dedication!

Other
Centenary 1912 - 2012
Our school celebrated its Centenary in 2012. We had three magnificent days of celebrations.

Some of the highlights of the three days were:

- Dancing demonstration by students.
- Back to Coledale Day with Grandparents visiting and past staff members helping out with old fashioned activities.
- Selling of our centenary book and memorabilia.
- High tea with our special guests
- Launching of our school song
- Burying the time capsule.
- Opening our centenary pathway
- Street parade through Coledale.
- Cutting of the cake by past pupils and youngest Kinder student.
- Picnic races and dry boat racing.
- Music and entertainment in the school yard by a variety of community members.
- Centenary Dinner Dance at the local RSL
- Silent auction and raffles
- Video and photo displays in our classrooms

Many thanks must go to the Centenary Committee that ensured all the events and items were prepared in a professional manner. Thankyou to the Committee of Joanne Chilton, Peta and Jeff Yew, Tracey Metcalfe, Jan Merrick, Jennie Wilson, Nancy Yew, Garry Turner & Lorraine Beattie.

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)

Please note 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.

**Reading – NAPLAN Year 3**

Our students scored above the state mean in Reading in Year 3 and 5. However we need to move the middle to the top two bands in numeracy as we are below the state mean in numeracy.
Percentage in bands:
Year 3 Spelling

Percentage in Bands
School Average 2008-2012
SSG % in Bands 2012
State DEC % in Bands 2012

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in Bands
School Average 2008-2012
SSG % in Bands 2012
State DEC % in Bands 2012

Percentage in bands:
Year 5 Spelling

Percentage in Bands
School Average 2008-2012
SSG % in Bands 2012
State DEC % in Bands 2012

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in Bands
School Average 2008-2012
SSG % in Bands 2012
State DEC % in Bands 2012

Average progress in Spelling between Year 3 and 5

Progress

School SSG State DEC

Average progress in Grammar & Punctuation between Year 3 and 5

Progress

School SSG State DEC
Our growth in both reading and numeracy needs to improve. In reading our focus on comprehension in 2013 should assist in this area. While in numeracy through explicit teaching we will focus on the basic number concepts and also strategies when solving more complex mathematics problems.

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.

**Significant programs and initiatives**

**Aboriginal education**

The number of students who identified as Aboriginal in 2012 was 2. In our core curriculum work we always ensure that there is a focus on the Aboriginal perspective related to each unit of work. Throughout the year many experiences and programs were also run to ensure that the students of Coledale Public School gain valuable and accurate knowledge in regards to Aboriginal people and their culture.

During term 2 to celebrate NAIDOC Week all children experienced a visit by Adam Hill with his performance Adamriginal. Adam spoke to the children about how life was in the past growing up as a young aboriginal child. He shared many of his experiences and knowledge about the aboriginal culture. The students came in mufti and wore red, yellow or black clothing. After the performance the students participated in art and culture experiences with their teachers.

Frances Rings, one of our talented parents came and presented a day of workshops in aboriginal dance. All students K-6 participated in the workshops. The children thoroughly enjoyed these workshops and I thank Frances for taking time to come to our school.

**No Gaps Professional Learning**

Our staff completed two modules of this Regional initiative.

This year we have been represented by Mrs Jemma Munn at the North Illawarra Aboriginal Education Consultative Group.

Following a successful Cultural Grant application with Wollongong City Council our students spent time with the Coomaditchie Artists – Aunty Lorraine and Aunty Narelle. They assisted our students to design and paint three murals depicting the northern suburbs culture.

**Reconciliation Regional opening**

We were proudly represented by our Indigenous students and their friends at the Regional opening of Reconciliation Week held at the Novotel Wollongong.

**Multicultural education**

The children in all stages throughout the school develop understandings, attitudes, values and knowledge of multiculturalism through their integrated units of work.

We also hosted Summer Hill PS for a morning. Our students were able to listen to their band play a number of songs. The
students then had an opportunity to chat and enjoy lunch together. They also participated in a friendly game of soccer. The visit highlighted the need for our school to share our wonderful surroundings with other schools.

**Other programs**

**Living Classroom**

Our garden is now well established and the plants are growing well. Our ambassadors program continued under the guidance of Aaron Sorensen two days per term. This was funded by our wonderful P&C. We entered the Wollongong Council Rise and Shine Awards and were awarded the Best Environmental Program Award. Another outstanding achievement for our school!

Late in the year we had solar panels installed under the Federal Government grants program. We are hoping this will help decrease our rising energy costs.

At the beginning of Spring we also officially opened our Permaculture Garden. We had many invited guests, amongst these were our Lord Mayor and Costa Georgiadis.

**Premier Reading**

A number of students participated in the Premier’s Reading Challenge. The Challenge aims to foster in students a love of reading for leisure and pleasure, and to allow students to experience quality literature. In 2012 all of our K-2 students completed the challenge and twelve students from Years 3-6 completed the challenge.

**Science Day**

An interactive science day was planned to coincide with the National Science week. Our school secured a small grant to help offset the costs of some of the materials needed. Staff were well supported, with many parents lending a hand as well as University of Wollongong medical students. Our students had a ‘scientrific’ day and enjoyed interacting with each other. They also put their creativity to use, designing an outfit to wear for the day.

**Community Connection**

**Planet Pre-School**

Throughout 2012 we continued our association with Planet pre-school. Their students visited our schools a number of times. We enjoy this association and our students benefit from the visits. Our garden ambassadors enjoy taking the younger students on tours of the garden. They also work together to water the garden. At other times their visits are just to utilise our wonderful environment.

**Progress on 2012 targets**

**Target 1**

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

Our achievements include:

- Spelling review completed and teachers approaching the teaching of spelling with a new vigour. Results in school testing showed a large improvement by the majority of our students.
- L3 was implemented with great success in Kindergarten.
- All K-2 students and twelve 3-6 students completed the Premier Reading Challenge.
• Reading resources catalogued onto Oasis and also additional resources purchased for Guided Reading K-6.
• 62% of Year 3 and 69.2% of Year 5 students scored in the top three bands for NAPLAN in Spelling.
• 90.6% of Year 3 and 77% of Year 5 students scored in the top three bands for NAPLAN in Reading.
• Decision to incorporate a spelling text next year to ensure consistency across the school. Spelling rules displayed in each classroom and an editing process developed.

Target 2
To improve numeracy outcomes of every student with a focus in number.

Our achievements include:
• TEN continued to be utilised in our K-2 rooms. Additional staff were trained during the first semester.
• Counting On training completed by our Stage 3 teacher. This program enabled a number of students to receive additional numeracy support.
• Measurement incorporated into our RFF program where it is explicitly taught through hands on activities.

Target 3
Expand student leadership opportunities for staff and students.

Our achievements include:
• School Captains and leaders give many opportunities to lead the school.
• Garden ambassadors program continued and students sharing knowledge with other students K-6.
• Senior students given opportunities to develop leadership opportunities as monitors, peer support leaders, leaders of K-6 events such as Mini Olympics, Indigenous Artist day, Unexpected Magic and as part of our Buddy Program.
• Staff given opportunities to attend Professional Learning and then share with other staff.
• Staff given opportunities to lead school activities.

Target 4
Increase technology use so it is embedded in every student’s learning.

Our achievements include:
• Lab expanded to 30 computers.
• Whiteboards placed in the demountable and the computer lab. Office computers updated.
• Teachers more willing to complete projects with classes as the platform was more reliable. Though some issues with dual platform especially with new eT4L server installation.
• A variety of classes participated in special technology events – 5/6 with Law Week Movie Making competition where they won first and second place. Year 1 entered the WeCreate Animation competition. They were asked also to be critiques for the NSW National Park Wilder Quest site.
• Use of whiteboards used daily in classroom lessons to engage and motivate students across K-6.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Student Welfare and also Spelling.

Curriculum - Spelling Evaluation

Background
We had completed a review of spelling practices throughout 2012 as part of the ISER Spelling Review Professional Learning. We wanted to find out what students and parents thought.

Findings and conclusions
There were 23 Parent surveys returned and 98 students who completed the survey. Most
parents felt the spelling activities and management of this curriculum area usually or almost always assisted their child to learn. However, over half the parents felt they were unsure of how assessments were carried out in spelling. Many expressed concerns on the impersonal way the students progress is reported to them.

Our students surveys showed that most students agreed their teachers were usually or always planning activities that helped them to improve their spelling. Most students K-4 agreed usually or always their teachers classroom management helped them learn. However, over half our Stage Three students felt that only sometimes teacher management helped them to learn.

Half the students felt their teachers explained why they were learning a concept in spelling. The other half felt it was not explained to them and they chose to record sometimes or rarely for the third question of the survey.

Future directions

Reporting to parents and the general understanding of the acquisition of spelling needs to be clearly communicated to parents and students. Parent information sessions for literacy will need to be scheduled for the school community in 2013.

Stage three students need to be given opportunities to discuss what kind of class management would be conducive to learning for the majority of students in terms of Spelling.

All students should be explicitly taught and given explanation of the purpose and why it is necessary to learn the skills and strategies.

Management -Student Welfare Evaluation

Background

The current Student Welfare was last updated in 2009 with some slight modifications made at the end of 2011. We wanted to know what the school community felt about our existing practices. The survey asked students, parents and staff about the Discipline and the Positive Rewards program.

Findings and conclusions

The 20 parent surveys that were returned, all agreed that the school almost always or usually understands the families, encourages families to be involved, has a positive influence on their children and encourages students to achieve. Three surveys felt we could improve our communication when students have made poor choices.

Five parents made comments that the positive rewards program needed to be more achievable. Inconsistency in providing rewards to students occurs and both parents and students felt this needs to be addressed.

A number of students also made comments that the use of the Planning Room was ineffective for dealing with some students. They felt changes need to be made so it is more effective in dealing with students who make poor choices and are disruptive in the classroom.

Future directions

Our Student Welfare Policy was due to be updated. So following this survey parents and staff were invited to come together to examine our existing policy. The SRC were also asked for suggestions on how we could address the issues raised in the survey.

In November three parents and two staff spent the day examining and making changes. Many suggestions made by the SRC were included. Parents were asked to comment on the Draft that was placed on the school website. In 2013 we will implement the revised Student Welfare Policy.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school

A summary of their responses are presented below:

- The vast majority of responses (97%) agree that Coledale Public School is a warm and caring school and we provide a variety of programs for our students.
- 98% of parents appreciate the way we communicate openly with parents and how we involve parents and community in all our activities.
- Some parents expressed some dissatisfaction with our student reports and the student reward system. While many others said they were happy with both. As a staff we have taken the constructive comments and looked
at how we can improve both these areas next year.

- At Coledale we very much value the feedback that parents provide and we genuinely try, within our organisational and financial constraints, to act upon parents suggestions.

**Professional learning**
The teaching staff engaged in a variety of quality teaching activities to support the growth of the children.

**L3** Coledale Public School participated in L3 (Language, Learning and Literacy) Professional Learning during 2012. L3 is a Kindergarten classroom intervention that targets reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of 3 or 4 selected students. The students’ results have been encouraging in reading and writing.

**Counting On in the Middle Years**
Our stage three teacher was released for Professional Learning in ‘Counting On’ in the middle years. Part of the teaching practice was to introduce Newman’s Analysis Theory and place students on the Learning Framework in Number profile (LFIN). Student results were plotted on the profile and the data was forwarded to the coordinator. Subsequently, team meetings were held where teachers discussed student data to design relevant tasks and activities for students in place value, multiplication and division. The program was beneficial as it allowed the teacher to differentiate the curriculum to meet the learning needs of students.

Professional learning was also undertaken in Aboriginal Education, Spelling, teaching of numeracy and the mandatory areas of child protection, asthma, anaphylaxis and CPR.

**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.

**2013 Targets to achieve this outcome include:**

- To improve literacy outcomes of every student with a focus on reading in particular comprehension.
- To improve numeracy outcomes of every student with a focus in number.

**Strategies to achieve these targets include:**

- Teaching staff of years 3-6 will participate in the professional learning package Focus on Reading with Regional staff.
- Kindergarten will continue to use L3 and new resources will be purchased to support the literacy acquisition in our school K-6.
- In numeracy, teachers will continue to implement TEN, Count Me In Too and Counting On where explicit teaching will continue to be the focus.
- Assessment strategies will be enhanced through the implementation of school based testing. Students’ progress will be plotted on the Literacy and Numeracy continuums using our Data Wall.

**School priority 2**
**Outcome for 2012–2014**

- Technology utilised to further enhance the teaching and learning.
- Increase all students and teachers capacity to lead school programs.

**2013 Targets to achieve this outcome include:**

- Expand leadership opportunities for staff and students.
• Increase technology use so it is embedded in every student’s learning.

**Strategies to achieve these targets include:**

• Our resources will be further upgraded with the purchasing of more PC computers to enable our computer lab to be one platform.

• Students will be given opportunities to utilize technology in all areas of the curriculum.

• Classrooms will be wirelessly connected and our existing MAC computers relocated to the classrooms. Tablets and cameras may be purchased if funds are available.

• A scope and sequence of skills related to technology will be developed and utilized.

• Technology will be used to enhance learning wherever possible by all class teachers through the IWB and computers.

• Students and staff will be given opportunities to lead and develop the skills of others through the use of monitors and mentors. Staff will be given opportunities to expand their ideas through visits to other local schools. Professional learning will also take place a number of times with our small school network.

**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.

Tanya Potter – Principal
Jim Galvin – Teacher
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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: