2010 Annual School Report
Coledale Public School

NSW Public Schools – Leading the way
Messages

Principal’s message
I have pleasure in presenting the Coledale Public School’s Annual Report. 2010 has been a year of student success in academic, cultural and sporting endeavours.

The tone of the school continues to be of the highest level, which is testament to the quality of our students and the support they receive from their parents and teachers.

I commend the students for their determination to achieve ‘personal best’ standards. This has been evident in effort and attainment across all areas. The staff’s continual endeavours to implement progressive teaching and learning provides the grounding for the excellence I witness every day in classrooms.

Thank you to parents and the Coledale community for your ongoing support for the students and for the school. By working together we have modeled high expectations and achieved improved learning outcomes for all students.

Sadly, after six years, this will be my last year at Coledale Public School. I will be taking up the position of Principal at Wollondilly Public School in Goulburn. I will miss the many friendships I have made over the years at Coledale but I will take many fond memories and rich experiences with me.

I certify that the information in this report is the result of a rigorous school self-evaluation process school’s achievements and areas for development.

Susan Bradley
Principal

P & C and/or School Council message
This year has once again been a busy productive and very positive year for the Coledale P&C.

The core group of members remains very committed and welcomes new parents coming for their first time to a meeting.

Thanks to the Federal Government Building Initiative, the completion of our new library building was welcomed with open arms, adding a great new resource and space for the children and staff to use.

A healthy show of families from the school and broader community, showed up to enjoy the Movies Under the Stars, with a BBQ coffee van, icecream and glowsticks. This is definitely a great fundraising event that has a bright future.

A Whale &Kite festival was also added to the second movie night on Oct 30. This was also a great success, which the whole school community was able to assist in. The strengthening relationship between staff, P& C members and parents was very evident here .The spirit of the event was that of a strong, settled and thriving school.

After some controversy across the country, a bill has now been passed to run regular Ethics classes starting 2011. The P& C became a sounding board for this issue and saw interested families stepping forward to voice their opinions.

The Environmental Sub Committee has established and revitalised not only the whole school but also particularly the front of the school with a native garden and new landscaping of paths and borders. A collaboration of parents and children in the creation and installation of a beautiful whale mosaic also occurred this year.

Canteen in the school has been steadily growing into offering a selection of healthier food items for the children, often using produce from our own vegetable garden. Cooking classes and gardening details for the children is a regular occurrence, these activities all spring from the P&C’s vision for a healthy growing school environment.

A wonderful End-of-year concert and an emotional farewell to our dear principal of the last 6 years Susan Bradley.

The P& C would like to once again acknowledge her fine work and care she has shown our school in all this time . We wish her only the best for her new position in 2011.
The P&C held a final disco under the stars on Saturday 11 December. The year was ended in dancing. The P&C remain a committed and integral part of the running of this great little school.

Lara Seresin (President)

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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>36</td>
<td>35</td>
<td>31</td>
<td>34</td>
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<tr>
<td>Female</td>
<td>35</td>
<td>36</td>
<td>44</td>
<td>45</td>
<td>54</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.6</td>
<td>96.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.5</td>
<td>93.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.8</td>
<td>94.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.0</td>
<td>95.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.2</td>
<td>95.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.0</td>
<td>92.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>na</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>94.1</td>
<td>95.5</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>KINDER</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>3/4</td>
<td>13</td>
<td>25</td>
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<td></td>
<td>3/4</td>
<td>12</td>
<td>25</td>
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<tr>
<td></td>
<td>5/6</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>5/6</td>
<td>17</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are arranged as four composite classes. K/1 had 20 students, 1/2 had 23 students, 3/4 had 24 students and 5/6 had 23 students at the time of audit.

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>
<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>Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>

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

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

Staff retention

There were no changes to staff in 2010.

Teacher qualifications

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

Enter text here

<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>25%</td>
</tr>
</tbody>
</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: 30/11/2009

**Income**

Balance brought forward  71,201.48
Global funds  71,538.77
Tied funds  14,650.70
School & community sources  53,918.48
Interest  3,636.90
Trust receipts  3,401.75
Canteen  0.00
Total income  218,348.08

**Expenditure**

Teaching & learning
- Key learning areas  8,522.50
- Excursions  12,959.28
- Extracurricular dissections  33,304.06

Library  4,270.02
Training & development  4,703.06
Tied funds  17,681.57
Casual relief teachers  6,943.39
Administration & office  25,696.43
School-operated canteen  0.00
Utilities  8,656.49
Maintenance  23,253.34
Trust accounts  3,537.25
Capital programs  0.00
Total expenditure  149,527.39

Balance carried forward  68,820.69

A full copy of the school’s 2010 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 2010

### Achievements

#### Sport

**Sport K – Year 6**

Students in K-6 participated in a structured Fundamental Movement skills program in 2010. This included regular sessions which focused on sprinting, skipping, static balance, jumping, throwing, catching and hitting.

All students participated in the Jump Rope for Heart, Gymsports and the Footsteps Dance program. Thirty students participated in the Special Swim Scheme. Students in Yrs 3-6 also participated in PSSA sports in Terms 2 and 4 in netball, soccer and touch football. Other sporting opportunities included swimming, cross country and athletics carnivals. We had students compete at district and state levels also.

For the second year our Year 5 and Year 6 students also competed in the State Small Schools Soccer Knockout Competition and advanced through to the second round – a result they were very pleased with.

Sport clinics were also held at school by various groups which included The Dragons, the Illawarra Hawks, Touch Football and soccer.

We pride ourselves on having fit and healthy students who are able to make positive lifestyle choices.

#### Other

**Excursions**

Students in all classes participated in various excursions this year to compliment classroom programs.

Stage 1 students visited Sydney Aquarium, Wollongong Harbour and Symbio Wildlife Park.

Stage 2 students visited The Rocks in Sydney and Canberra for 3 days.

Stage 3 students visited Killalea National Park and Canberra for 3 days.

**Public Speaking**

Every student from Kinder to Year 6 was given the opportunity to present a prepared speech in class. Finalists were chosen from each class to present a speech at a whole school assembly, for parents.

For the first time at Coledale Public school winners from each stage then presented a prepared and an impromptu speech for the ‘Seacliff Community of Schools’ Public Speaking Competition, during Education Week.

**Aboriginal Education**

2010 has seen a continued effort and commitment to Aboriginal education in our school.
Teaching and learning through Aboriginal perspectives is an integral part of our students’ education.

Children identified as being of Aboriginal or Torres Strait Islander heritage have their progress monitored, with personal learning plans.

Our programs this year focused on addressing equality, responsibility, respect and understanding. Guest speakers and artists visited all classes for cultural exchange.

Students learn about Aboriginal dance, music, art and indigenous games.

Students learned about Aboriginal bush tucker and medicine, about the way Aboriginals use the environment and how they preserve it too.

Stage 1 & 2 students visited Mt Annan Botanical Gardens and worked with Aboriginal rangers.

A highlight this year was having an Aboriginal student in Year 3 nominated for and receiving an ISER Aboriginal Education Award for Numeracy.

**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)

**Literacy – NAPLAN Year 3**

**Reading**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>440.1</td>
<td>422.7</td>
<td>414.3</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>440.0</td>
<td>427.2</td>
<td>422.6</td>
</tr>
</tbody>
</table>

**Spelling**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>385.6</td>
<td>414.9</td>
<td>408.3</td>
</tr>
</tbody>
</table>

**Grammar & Punctuation**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>438.4</td>
<td>424.2</td>
<td>416.3</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Average mark, 2010</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>399.7</td>
<td>400.0</td>
<td>396.1</td>
</tr>
</tbody>
</table>

**Progress in literacy – Year 5**

As there were only 5 students in Year 5, information needs to be treated with caution.

**Reading**

Most students displayed growth with a number achieving learning well above the expected level.

Overall, students performed above state achievement levels.

**Writing**

All students displayed learning growth with half achieving growth well above the expected level.

Overall, Year 5 results improved and students performed above state achievement levels.

**Spelling**

All students displayed learning growth.

Overall, students performed above state achievement levels.

**Progress in numeracy**

Most students displayed growth with many achieving learning growth well above the expected level.
Overall, students performed above state achievement levels.

**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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Environmental Education**

This year various programs were undertaken as part of the School’s Environmental Management Plan (SEMP) 2009-2011

Classes have spent time each week tending the vegetable garden. A mentor program ensures new students are aware of practices for looking after worm farms and gardens, recycling procedures and water saving strategies.

A native garden area was established at the front entrance to the school with funds from the Environmental Heritage Trust Grant. Students and parents were involved in making a pathway, stepping stones and a large tile mosaic of a whale for the area also.

**Progress on 2010 targets**

**Target 1**

**Literacy**

To increase the number of students achieving Proficiency standard in Writing in Years 3 and 5. Focus on Quality Teaching to increase student engagement and improve teaching practices.

Our achievements include:

* In 2010 100% of Yr 3 students achieved proficiency standard in Writing as measured by NAPLAN, (92% in 2009).
* 46% achieved Band 6 compared with region 18% and state 25%.
* In 2010 100% of Yr 5 students achieved proficiency standard in Writing as measured by NAPLAN.
* 17% achieved Band 8 compared with region 6% and state 10%.
* Criterion referenced marking in place for all writing assessment tasks.
* All matched students 2008/2010 showed only limited growth.

**Target 2**

**Numeracy**

To increase the number of students achieving Proficiency standard in Numeracy in Years 3 and 5. Focus on Quality Teaching to increase student engagement and improve teaching practices.

Our achievements include:

* 92% of students in Yr 3 achieving proficiency standard in Numeracy as measured by NAPLAN (85% 2009).
* 45% of students in Yr 3 achieving results in Bands 5 or 6 compared to region 32% and state 38%.
* 86% of students in Yr 5 achieving proficiency standard in Numeracy as measured by NAPLAN (83% 2009).
* 43% of students in Yr 5 achieving results in Bands 7 or 8 compared to region 23% and state 32%.
* All matched students 2008-2010 showing some growth.

**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 2010 our school carried out evaluations of:
**Educational and management practice**

**Excursions/Camps**

**Background**

A survey designed to gauge the satisfaction level of students, staff and parents with our current excursions and camps, was conducted during November.

The surveys were sent home to all parents. Students and staff completed the survey at school.

**Findings and Conclusions**

Thirty five surveys were returned from sixty five families (54%).

The survey consisted of five questions.

All parents and teachers strongly agreed or agreed that one day excursions are an important part of school and their child/ren enjoy excursions. Both parents and teachers believe excursions and camps enhance student learning.

Eighty three students completed the survey. All students enjoy excursions however six did not feel that excursions are an important part of school. All but four parents, of students who have attended a camp, believe they are important and their children enjoy them.

**Future directions**

Excursions that enhance student learning may be organized as they have been in the past. Camps will continue to be offered to all students in Years 3-6.

**Curriculum**

Science and Technology

**Background**

A survey designed to gauge the satisfaction level of students, staff and parents with our Science & Technology programs was conducted in November. Surveys were sent home to all parents. Students and staff completed the survey at school. The survey consisted of six questions.

**Findings and conclusions**

Thirty five surveys were returned by parents. All but four students enjoy science and technology and they believe it is important.

All thirty five parents believe science and technology is an important subject; their child has developed skills in the area and their child enjoys science and technology.

Fourteen parents felt they were not informed about their child’s’ progress in Science and Technology. All parents and teachers believe students ability to use technology has improved. All but two parents report that their child/children transfers knowledge gained at school, to life in general.

Staff feel they need regular professional development opportunities in using current technologies such as Interactive Whiteboards.

**Future directions**

* Teacher Professional Learning will focus on the development of skills and knowledge re Interactive Whiteboards.

* Teachers will ensure parents are informed about Science Curriculum content in class Term Overviews.

* Staff will investigate ways of reporting student progress in Science (in addition to Student Progress Reports twice yearly).

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Seventeen surveys were returned from sixty five families. Of these, sixteen families indicate they are happy with all aspects of school life at Coledale Public School. Teachers report that they continually receive positive feedback from parents about the positive school climate, our academic excellence and their satisfaction that the school is well resourced.

Students indicated that they enjoy coming to school.

**School development 2009 – 2011 Targets for 2011**

**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.

**Strategies to achieve this target include:**
* Analysis of 2010 NAPLAN data to identify specific areas of need.
* Teacher professional learning in criteria referenced marking and explicit teaching of text types using the Quality Teaching Framework (COS group project)
* Staff attendance at conferences.
* Providing experiences which encourage students to write for a purpose.
* STLO intensive sessions with small groups targeting needs and extension.

**Our success will be measured by:**
* All matched students in Year 5 (2009-2011) achieving growth in writing at expected level in NAPLAN.
* Increase the number of year 3 students achieving proficiency standard in writing as measured by NAPLAN. (Current achievement 46%).
* Criterion referenced marking in place for all writing assessment tasks.

**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.

**Strategies to achieve this target include:**
* Whole school analysis of 2010 NAPLAN data results to identify specific weaknesses.
* Staff attendance at conferences and maths network meetings.
* Workshops for staff using NAPLAN and contextual data to address identified needs in numeracy.
* Whole school professional learning focus on pedagogy and use of Quality Teaching model as a reflection tool.
* STLO intensive sessions with small groups targeting needs and extension.
* Participation in COS initiative for Video Conference weekly lesson for Gifted & Talented students with Bulli High School staff.

**Our success will be measured by:**
* All matched students in Year 5 (2009-2011) achieving growth in Numeracy at expected level in NAPLAN.
* The percentage of students in Year 3 achieving proficiency standard as measured by NAPLAN has increased.

**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.

S. Bradley Principal  
A. Brokenborough Teacher  
J. Stalker Senior Administration Manager  
L. Seresin-Staig P&C President

**School contact information**
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699 Lawrence Hargrave Drive  
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Fax: 4268 1438  
Email: coledale-p.school@det.nsw.edu.au  
School Code: 1587

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: