School context statement

The primary aim of Cessnock West Public School is to provide every child with the best standard of education through quality teaching and innovative educational practices. The school prides itself on outstanding academic, personal, social, sporting and creative and performing arts programs. The school’s core values are Respect, Responsibility and Learning.

Cessnock West Public School (CWPS) is a medium sized primary school with an enrolment of 369 students (270 families), comprising of a total of 15 classes (including the State Opportunity Class). Boys make up 44% (164) of the student population in comparison to the girls who are 55% (205) of the school population. In 2014, 11% or 44 of the student population identify as Aboriginal.

The staff consists of a Principal, three Assistant Principals, thirteen classroom teachers, one teacher librarian, one RFF teacher and two Learning and Support Officers, a School Administration Manager and two part time School Administration Officers.

More than 70% of the teaching staff are now members of the NSW Teachers Institute with all of these staff members working at maintaining Professional Competence.

CWPS is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS consists of two high schools and fourteen primary schools within the local Cessnock area striving collectively to provide the best possible educational opportunities for students, teachers and community members alike.

This is achieved through the leadership of four key strategic teams: Aboriginal Education, Curriculum, Professional Learning and Community Engagement. The CCGPS’ core values of Collaborate, Inspire and Achieve support the collective goals and align strongly with those of the individual schools within the local management group.

The school community at CWPS has worked hard to establish strong sustainable partnerships with local associations, all with the aim of enriching the opportunities for every one of our student’s life experiences. One example of the unique partnerships that have been established by CWPS is with CHR FM radio station. As a result of their experience in operating the school radio station, senior students visit CHR FM to assist with the radio program for an hour once a month.

A new initiative in 2014 was the partnership formed with Hunter Prelude and the establishment of a playgroup on the grounds of CWPS. The playgroup operates fortnightly and is open to families with children 0-6yrs who are not enrolled in school. It provided families with an opportunity to meet other parents and for children to socialise and participate in activities suitable for their age groups. The playgroup will continue in 2015.

Through the introduction of L3 (Language, Literacy and Learning) in 2011, the school has seen significant improvements in Kindergarten data in comparison to previous years’ data over the same period. Best Start entry data is also improving, with the continuation of the ‘Leap into Learning Transition to School’ program. We should continue to see improvements K-6 over the next few years as L3 was introduced to Year 1 in 2014 and in 2015 Year 2 teachers will commence training in L3. In 2014 most teachers K-2 were trained in TEN (Targeting Early Numeracy) and this will continue in 2015.

The school implements a range of strategies to maximise success for all students, including Positive Behaviour for Learning (PBL), Individual Education Plans (IEPs), Behaviour Management Plans and a focus on programs and Personalised Learning Plans (PLPs) to support Aboriginal students.

The school’s strategic directions from the School Plan targeted the following priority areas:

- Literacy skills
- Numeracy
- Student engagement
- ICT
The first two priority areas were the school’s literacy and numeracy levels which were identified as below state and region average. Over the past year literacy and numeracy was strategically targeted utilising National School Partnership LOW SES and Improving Literacy and Numeracy National partnership funding. This targeted support has included Teacher Professional Development in L3, TEN, Focus on Reading and the Ann Morrice Language Literacy Cycle.

Principal’s message

Cessnock West Public School has provided quality education to the community since 1927 and is committed to promoting a safe, secure and caring environment conducive to maximising learning outcomes for all students. The buildings and grounds are well maintained and the school is fully air conditioned.

The school’s culture fosters the value of achievement in all aspects of learning and the pursuit of excellence in personal endeavours. Parents and staff work in partnership. The Parents and Citizens’ Association is actively involved in enhancing the total school environment.

2014 has been a year of opportunity as the school was able to engage in a range of initiatives to enrich school experiences for our students and community.

Technology facilities are updated regularly. There is internet access in all classrooms as well as wireless connectivity throughout the school. Interactive whiteboards are installed in all classrooms and the community room. The technology program develops the necessary skills and competencies for students to participate in and contribute to the society of the future. 2014 saw the implementation of a new phone and paging system throughout the school. All learning and office areas are now equipped with telephone and intercom access.

Other initiatives for 2014 included the installation of an all-purpose court with synthetic turf in the primary playground and the refurbishing of our office/administration area. We have had a major focus on physical activity and health as well as environmental education. These aspects will be highlighted in more detail later in this report.

Active After School Care continued at the school in 2014, and has proved to be an excellent initiative. It is a weekly program funded by the Commonwealth Government to provide a healthy afternoon tea and an hour of healthy activity led by a sports coach.

The staff is experienced and committed to providing a quality curriculum, which is relevant and challenging. The school is well resourced. A playgroup run by Hunter Prelude operates within the school.

Congratulations to both staff and students for a year of achievement and improvement.

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.

Ruth McGlashan

P&C Message

This year the P&C have had another very successful year. Throughout the year we raised close to $10,000 which has allowed us to provide funding for the fence project around the Infant’s fixed equipment and also with some assistance from the School and the State Government, we were able to transform the primary playground with a synthetic grass multi-purpose court.

Unfortunately the weather wasn’t on our side at this year’s Carols by Candlelight night. We were all devastated with the storm and heavy rain that followed but on a positive note, it was great to see so many families and friends return on the rescheduled day to show their support.

Major events such as our Carols by Candlelight don’t come without hard work and support from our local community. I’d like to once again thank...
everyone who made the event possible, our hard working P&C and also the families and local businesses that supported the event.

Whilst on the topic of fundraising, in 2014 the Fathers’ Day and Mothers’ Day Stalls and also the Christmas Raffle once again proved to be very popular.

Thank you also to the many families who volunteered their time at the school doing bits and pieces such as cementing, painting and general gardening and maintenance. It’s great to see there are always P&C members and parents willing to help out on such occasions.

A committee’s success is attributed to many factors. One of those factors is the executive committee. I’d like to thank Ian, Sharon, Teressa and Troy for all their hard work during the year.

Another factor contributing to the P&C’s success is the School’s Principal and staff. The teaching and auxiliary staff at Cessnock West Public School are always very supportive of the P&C, and go out of their way to assist.

Finally, to all the committee members, thank you for all you have done. To the outgoing members, thank you and good luck in your future endeavours. I hope we can achieve all that was achieved in 2014 and more!

Christine Boyd

**Student Representative Message**

During 2014, with the school leaders behind us, we have undertaken many tasks and responsibilities. We have enjoyed sharing roles in School Parliament as Speaker and Prime Minister. Parliament has been a great way for students in our school to have their say and share their ideas.

As well as Parliament, the school leaders have helped run many playground activities including basketball competitions, fly, king ball, mintie wrapper challenges and many other great competitions. These events have been equally fun for the leaders and the participants and have helped many students gain self-confidence and make new friends.

We have had many interesting experiences in our year as school leaders, such as the School Leaders’ breakfast at the Performing Arts centre, where we listened to Sam Cawthorn’s inspiring talk and met School Leaders from other local schools. We also attended the GRIP Leadership Conference in May.

During the last week of Term 3, students in Year 6 went to Canberra. All of the students who attended, represented the school well. We toured Parliament House, where we visited Mr Joel Fitzgibbon’s parliamentary office, and also participated in hands on activities at the Australian Institute of Sport and Questacon. We visited the War Memorial, Royal Australian Mint and the National Museum as well.

Cessnock West Public School has been a special place for all Year 6 students. We are going to miss everyone and wish everyone well. We thank our teachers for the many lessons and opportunities they have given us over the years.

Tamsyn Cordowiner and Bohdan Thorley
**Student information**

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

**Student enrolment profile**

Although student enrolments fluctuated throughout the year, total student numbers were slightly higher in Term 4. As outlined in the table below, the total school numbers have remained similar over the past six years despite considerable movement of students in and out of the school.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>181</td>
<td>166</td>
<td>159</td>
<td>177</td>
<td>175</td>
<td>165</td>
<td>164</td>
</tr>
<tr>
<td>Female</td>
<td>190</td>
<td>184</td>
<td>190</td>
<td>183</td>
<td>185</td>
<td>192</td>
<td>205</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Although there has been some improvement in attendance in 2014 CWPS is still below the state average of 94.8%. Attendance continued to be an area for improvement throughout 2014, particularly in regard to unexplained absences, late arrivals to school and early departures. The school has continued to be involved in the Educational Neglect program, working closely with Government and Non-Government Organisations to combat attendance problems. Our Community Liaison Officer (CLO) has also worked closely with the Home School Liaison Officer (HSLO) to monitor students and families with regular poor attendance. If attendance is unsatisfactory, parents or careers are contacted. Class attendance rolls are monitored regularly by the DEC Home School Liaison Officer.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal- Visual Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>13.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Visual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>23.586</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.922</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26.508</strong></td>
</tr>
</tbody>
</table>

In 2014 the school employed a new school Principal due to the departure of Mrs Catherine Blannin-Ferguson. Mrs Ruth McGlashan was appointed to the role. The school also employed a new Assistant Principal due to the promotion of Mrs Ruth McGlashan and Mrs Rachel Betteridge was appointed to the role. The school acknowledges the strong commitment and contributions Mrs Catherine Blannin-Ferguson made to the school during her time at CWPS.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014, the staff included two staff members with indigenous backgrounds.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>70</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers and support staff completed the mandatory training in professional areas including Child Protection, Anaphylaxis, Accrural Accounting, Corruption Prevention and WHS. E-learning modules ensured all staff received 2014 updates. All other professional learning activities undertaken by staff were directly related to school improvement targets, and funded through specific DEC targeted funds and National Partnerships funding.
There were no beginning teachers in 2014, however 13 new scheme teachers are maintaining accreditation at Proficient. All teaching staff participated in 5 School Development Days (SDD) throughout the year and professional learning activities included Child Protection, Code of Conduct, Staff Wellbeing, Positive Behaviour For Learning (PBL), Nationally Consistent Collection of Data (NCCD) and Non-Violent Crisis Intervention.

All teaching staff participated in professional development days with partner schools incorporating the new English curriculum, and Numeracy.

The range of professional learning included
- L3 training of Year 1 teachers
- Continued ‘Focus on Reading’ for Years 2-6 teachers
- TEN training of K-2 teachers
- Stronger Smarter Introduction and Leader training
- PBL tiers 1 and 2 level training
- Quality teaching

The total expenditure on professional learning in 2014 was $90978 and the average expenditure per teacher on professional learning, at the school level is $3955. TPL for staff has largely been funded by National Partnership Low SES, Improving Numeracy National Partnership and RAM (Resource Allocation Model) flexible funding in 2014. TPL funds will be utilised in 2015.

**Beginning Teachers**

Beginning teacher and TPL funds were utilised to support newly accredited new scheme teachers in professional learning programs that have built the capacity of new scheme teachers. Programs included classroom management, TEN and L3 training.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>481830.74</td>
</tr>
<tr>
<td>Global funds</td>
<td>254199.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>591848.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>98559.44</td>
</tr>
<tr>
<td>Interest</td>
<td>15773.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23110.44</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1465321.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13841.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>25384.28</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21269.09</td>
</tr>
<tr>
<td>Library</td>
<td>6956.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2911.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>601974.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>69012.24</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73036.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>61668.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23935.24</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19229.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>35827.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>955046.06</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>510275.58</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014**

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 3, 49 students, 19 boys and 30 girls sat for the NAPLAN Reading, Writing, Spelling, Grammar and Punctuation. Two students identified as being from an Aboriginal background.

The school group performance results were 82% at or above the National Minimum Standard (NMS) in Reading. In Writing, 98% of students were at or above the NMS, which was higher than the state average. In Spelling, 94% of students were at or above NMS, which was an increase of 1% compared to 2013. In Grammar and Punctuation, 92% of students were at or above NMS, which was an increase of 5% compared to 2013.

Students who did not meet the National Minimum Standard for Reading, Grammar and Punctuation and Spelling in 2014 will continue to receive support through our learning and support program.

In Reading, connecting information that is missing from an information text was identified as an area of strength. In Writing, students performed well in text structure and persuasive devices. Year 3 students’ performed well in identifying the correct pronouns, conjunctions and apostrophes in Grammar and Punctuation.

In Reading, areas for improvement were inferential comprehension and finding the main idea of a text. Vocabulary range and precision was an area for development in writing. Identifying, then correctly spelling two and three syllable words and identifying errors were areas for improvement in Spelling. In Grammar and Punctuation, identifying subject – verb agreement and identifying correct use of speech marks were areas in need of improvement.

NAPLAN Year 3 - Numeracy

In Year 3, 47 students, 18 boys and 29 girls sat for the NAPLAN numeracy. Two students identified as being from an Aboriginal background. In Number, Patterns and Algebra 94% of students were at or above the NMS with a 17% increase of students in the top two bands and in Measurement, Data, Space and Geometry 96% were at or above the NMS. In overall numeracy, 91% of students were at or above NMS with a 4% increase of students in the top two bands.

Students who did not meet the National Minimum Standard for Number, Patterns and Algebra, Measurement, Data and Space and Geometry in 2014 will continue to receive support through our learning and support program.
Areas of strength were identified as comparison of heights, position, identifying solutions to a number sentence and use of a calendar.

In Number, identified areas for improvement were identifying time on a digital clock, interpreting information from graphs and tables and solving multi-step problems.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 5, 39 students, 16 boys and 23 girls, sat for the NAPLAN Reading, Writing, Spelling, Grammar and Punctuation. Two students indicated a language background other than English (LBOTE) and 4 students identified as being from an Aboriginal background.

The school group performance results were 90% at or above the National Minimum Standard (NMS) in Reading. There was an 8% increase in the number of students in Bands 7&8 (top 2 bands). In Writing, 87% of students were at or above the NMS. In Spelling and Grammar and Punctuation, 85% of students were at or above NMS.

Students who did not meet the National Minimum Standard for Reading, Writing, Spelling and Grammar and Punctuation in 2014 will continue to receive support through our learning and support program.

In Reading, making a simple inference from a conditional statement and interpreting poetry were identified as areas of strength. In Writing, students performed well in using a range of persuasive devices and in the correct use of cohesive links. Year 5 students performed well in the identification and use of adjectives, adverbs and the correct use of an object pronoun in Grammar and Punctuation. Our strength in Spelling was correctly spelling a two-syllable word with the ending-on and the long vowel digraph - awer.

In Reading, areas for improvement were inferential comprehension and linking information and identifying the structure of online text. Vocabulary range and precision, correct punctuation and the selection, relevance and elaboration of ideas in a persuasive text were areas for development in writing. Identifying errors and correctly spelling two and three syllable words were areas for improvement in Spelling. In Grammar and Punctuation, identifying, simple past tense, correct noun-verb agreement and correct punctuation were areas in need of improvement.

**NAPLAN Year 5 - Numeracy**

In Year 5, 39 students, 16 boys and 23 girls sat for the NAPLAN Numeracy. Two students indicated a language background other than English (LBOTE) and 4 students identified as being from an Aboriginal background. In Number and Patterns and Algebra, 79% of students, were at or above NMS. There was also a 2% increase of students in
the top 2 bands. In overall Numeracy, 82% of students were at or above NMS. In Measurement, Data and Space and Geometry, 90% of students were at or above the NMS.

Students who did not meet the National Minimum Standard for Number, Patterns and Algebra, Measurement, Data and Space and Geometry in 2014 will continue to receive support through our learning and support program.

In Numeracy, Year 5 students performed well in 3D Space, the identification of the largest angle in a diagram and recognising the different representation of a number with two decimal places.

In Numeracy, areas for improvement include interpreting an algebraic relationship, comparing areas of shapes on grids and matching and comparing data in graphs.

Progress in Literacy

In Reading, 34 students were matched to their 2012 Year 3 NAPLAN results with 97% achieving growth. 47% of matched students made greater than or equal to expected growth in the test aspect of Reading and 47% of students achieved higher than the state average growth. In Writing 35 students were matched to their 2012 Year 3 NAPLAN results with 89% achieving growth. 57% of students achieved at or above their expected growth with 57% of students achieving higher than the state average growth. In Spelling, 35 students were matched to their 2012 results with 100% showing growth. 51% of matched students made greater than or equal to expected growth in the test aspect of Spelling with 51% achieving higher than the state average growth. The average scaled score growth for the state was 79.4 and for CWPS it was 82.1. In Grammar and Punctuation, 35 students were matched to their 2012 results with 86% of students showing growth. 51% of matched students made greater than or equal to the expected growth in the test aspect of grammar and punctuation with 63% achieving higher than the state average growth.

Progress in Numeracy

In Data, Measurement, Space and Geometry, 36 students were matched to their 2012 results with 94% of students achieving growth. In Number, Patterns and Algebra, 36 students were matched to their 2012 results with 92% of students achieving growth. In overall Numeracy, 36 students were matched to their 2012 Year 3 results with 97% of the students achieving growth. 31% of matched students made greater than or equal to the expected growth and 39% of matched students achieved higher than the state average growth.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>
Other achievements - Significant programs and initiatives – Policy and equity funding

Aboriginal Education

As part of the Cessnock Community of Great Public School’s (CCGPS) commitment to Aboriginal Education we are fortunate to have access to 6 Stronger Smarter facilitators within our area. The CCGPS, of which CWPS is a member, made a commitment to support Stronger Smarter by making partnerships with the Stronger Smarter institute in QLD. Using local and QLD facilitators, the CCGPS is endeavouring to build a strong team of school and community leaders with a focus on:

1. Professional Learning,
2. Quality Teaching
3. Relationships and Engagement
4. Leadership and connection.

The CCGPS created an opportunity for Principals, highly committed executive staff and aspirants to attend a workshop series during term 1. CWPS funded 6 staff members to attend this workshop series. This provided participants with a framework for building high expectation relationships and implementing teaching practices and planning to meet the learning needs of Aboriginal and Torres Strait Islander students. The workshops also provided opportunities for staff to build capacity, network and create a strong, committed group of leaders that will support our goals into the future. The Stronger Smarter process will benefit not only Aboriginal students but all students in CWPS, as its main focus is to build high expectation relationships. In addition to this, two staff members participated in the Stronger Smarter Leadership program during term 4.

This year all teaching staff at CWPS participated in TPL sessions which included an introduction to the Stronger Smarter Meta-Strategies and the connection between Stronger Smarter, Quality Teaching, Positive Behaviour for Learning (PBL) and the Teaching Standards.

With 44 Aboriginal students at CWPS in 2014, all classes continued to implement Aboriginal Perspectives across the curriculum to all of our students in years K-6.

Personalised Learning Plans were developed in consultation with parents for all Indigenous students.

Four students were recipients of Korreil Wonnai achievement awards from our local Aboriginal Education Committee Group (AECG) for excellence and 2 students were involved in ‘Photo Voice’.

Korreil Wonnai award recipients
CWPS had a number of Stage 3 students attend the Mount View High School Aboriginal Camp held at the Ngurra Bu Camp at Wollombi. There were students ranging from Year 5 – Year 12 attending the camp over 3 days which included a Corroboree with parents and community members attending.

This year students at CWPS celebrated NAIDOC week with two separate events. The first event was at Cessnock Performing Arts Centre and the second event was at Wollombi PS on the 18 July. At Cessnock Performing Arts Centre, students were able to see many of our Australian animals and listen to captivating Aboriginal myths. At Wollombi PS students participated in a day of hands on activities including traditional bush tucker, traditional games, traditional dance – taught by MVHS Aboriginal Students, clay work, art and creating a bush tucker garden.

In 2014, we introduced the SistaSpeak program and along with Mrs Floyd, who was already trained, Mrs Peate was trained as a new facilitator to enhance the outcomes and support the expansion for 2015.

Female students from Years 4-6 were invited along to a weekly session with Mrs Peate and Mrs Floyd. These sessions promote team building, to create a group of “sisters”, girls who can rely on their friends within the group and have someone to turn to outside of the sessions.

In 2014, we focused on creating and maintaining positive friendships. We also worked on personal grooming, individually and as a group. In 2015 we will work on creating leaders within the group who can look at guiding the direction of the group later in the year.

Cessnock West PS employs a Community Liaison Officer, 2 days per week. The CLO’s role is to provide a link between home and school. A large range of events are organised every year to enable parents to come into our school for different activities including breakfast, lunch dates and days of celebration.

As a proud Wailwan person, the CLO also acts as the school’s Aboriginal contact person to improve Aboriginal families’ school involvement and student outcomes, through cultural connections.

The CLO can be found in the Community Room which is open for parents and families to drop in for a chat. The space is also used for parent meetings to provide a more relaxed setting.
Multicultural education and anti-racism

In 2014, 3% of students identified as coming from a language background other than English. Two teachers are trained as Anti-Racism Officers. Teaching and learning programs are designed to be culturally inclusive and develop knowledge and understanding of cultural, linguistic and religious differences.

Equity Funding

Our school has two LaST’s (Learning & Support Teachers), who work to support the high number of students with learning needs including special needs and learning difficulties. Funding has been used to employ our Learning and Support teachers for additional days, increase our Counsellor allocation, increase the hours of our School Learning and Support Officers (SLSOs), provide release for teachers to work in collaboration with the LaSTs and parents to personalise learning and support reflecting student needs and to improve professional learning programs to address learner diversity in classrooms.

RAM Socio-Economic and Aboriginal Equity funding has also been utilised to employ our Community Liaison Officer and our Aboriginal Community Liaison Officer.

Literacy

To ensure a literacy focus throughout the school, we participate in many literary events such as the Premier’s Reading Challenge, Premier’s Spelling Bee, National Literacy and Numeracy Week and our annual Scholastic Book Fair. The Premier’s Reading Challenge aims to encourage a love of reading for leisure and pleasure in students, and to enable them to experience quality literature. 174 students completed the PRC in 2014. In the Premier’s Spelling Bee all students K-6 complete a written spelling test with the top spellers from each class competing against each other in a verbal spelling competition. The top 2 spellers in Stages 2 and 3 then go on to compete at the Regional Premier’s Spelling Bee Final. This year our students were unlucky and did not progress any further than the Regional Final.

Ted Prior, the author of the amazing Grug books visited our school in Term 4 and spoke to the students about his books and inspirations.

Ted Prior Visit

All students participated in National Literacy and Numeracy Week activities with the highlight being the buddy reading afternoon.

Buddy Reading

The annual book fair was a great success with staff, students and parents dressing up as book characters on the day. With over $8500 in book sales, a great commission has been provided to the school.

Book Parade

The University of Newcastle’s Aim High Team ran the Careers Through Reading program at CWPS during Term 4 2014. University students
led small reading group sessions and started conversations about lifelong learning and post-school education opportunities. The program is being used to strengthen the existing literacy block already provided in the school. The cross-curricular activity-based model for Careers Through Reading, aims to strengthen the students’ love of reading whilst linking the importance of reading for positive educational outcomes.

Ann Morrice Literacy Learning Cycle

The Ann Morrice Language Literacy Pedagogy is a Professional Development program that targets excellence in teaching in a unique style. Teaching literacy through language, the teachers are the prime target in this pedagogy and the program addresses the classroom environment, collaborative learning, explicit teaching within meaningful contexts, cross curriculum literacy, language development and the link between speaking, reading and writing.

Successfully functioning in schools, the pedagogy has been implemented across all Australian States and Territories for the past 20 years, including schools in the Solomon Islands and New Zealand adopting the program. Teachers in all these locations have improved outcomes of their students by using this pedagogy.

Through 2014, Cessnock West Public School committed to in-school teacher professional learning through participation in the Ann Morrice Language Literacy Cycle program. Ann uses current brain and memory theories to teach the students how to sustain information rapidly from short to long term memory. Ann was employed for 2 weeks every term. During visits to the school Ann worked side by side with classroom teachers, demonstrating her expertise and her style of teaching literacy, across all areas in the classrooms. She demonstrated lessons, mentored staff and team taught with our teachers, providing constructive feedback to enhance their lessons.

Ann Morrice will continue working with CWPS staff in 2015.

Quality Teaching

This year Cessnock West Public School formed a Quality Teaching (QT) group of teachers who implemented QT rounds into our classrooms. 5 staff members are part of the QT team which saw each member demonstrate a lesson or team teach with another staff member. They were then coded on their lessons and were given constructive feedback. The QT team supplied each staff member with a QT pack which included a detailed summary of the QT elements and the importance of them in each teachers’ program and lessons.

Thinkfest

Students in 5/6O participated in a gifted and talented competition to challenge all sides of the brain - the creative, the analytical mathematical side and the problem solving side. Thinkfest is a Hunter OC Network competition requiring students to write and perform a dramatic response to a given problem. Cessnock West had a team in each of the four sections: Mathematics, English/Visual, Science and Technology and HSIE. Over a period of seven weeks each team worked on preparing their script, skit, prop, backdrop and visual diary. All students performed well on the day and our students returned with six awards: Science and Technology category Runner-Up and Best Backdrop; Mathematics category Best Performance Skills; HSIE category Best Key Prop; English/Visual category Best Key Prop and Best Script. Congratulations to all involved.
Debating

Students from Year 5 and 6 were involved in the 2014 Premier’s Debating Challenge throughout terms two and three. The students debated admirably, demonstrating their public speaking and reasoning skills, and winning several well contested debates. They debated against teams from Nulkaba, Millfield, Kurri Kurri and Bellbird.

Focus on Reading

This year we were lucky enough to train several new teachers in all elements of the Focus on Reading (FOR) 3-6 program. The teachers completed their Phase 2 training which culminated in the teachers presenting their action research project to all staff.

Staff were exposed to the Focus on Reading Program through in class demonstrations and teacher support. Mrs Betteridge was released from class for 2 hours per week throughout the year. She demonstrated FOR strategies in all classes across K-6. Mrs Betteridge provided in class support to the teacher and set up text sets in classrooms. The support ensured that all teachers are competent in the FOR program and are confident to teach their students the strategies.

Students in Years 3-6 have engaged in daily reading activities where their meta-cognitive comprehension strategies have been developed to critically reflect on a text. Students are encouraged to predict what the text will be about, make connections with personal experiences related to the text, visualise the setting of the text, summarise the text orally or in writing, monitor their understanding of the text and ask questions about the text in group discussion.

The Focus on Reading 3-6 program also offers students the opportunity to develop their oral language and vocabulary by exposing students to a variety of reading material to enhance reading fluency. Class teachers used data for comprehension to monitor student progress, with all students showing improvement in their fluency and comprehension of a text.

The Focus on Reading Program will continue to be evident in all classrooms and teacher programs in 2015.

Technology

All classrooms have an Interactive Whiteboard and the school has 147 computers for staff and student use. This includes a full class lab of 31 computers in the library for library / technology RFF lessons where students are taught sequential skills in technology and learn how to use programs such as Word, Publisher and PowerPoint as well as online programs such as Wordle, Animoto, Glogster and Storybird.

Library

The library is an important part of the school. It is there to assist in the educational development of each student and to assist each classroom teacher to fulfill their program requirements. It also offers students an opportunity to learn how to access and become familiar with how a library runs - a necessary skill for later life.

The library is staffed by a 0.8 teacher-librarian, 0.2 SAO and also utilises eight Year 6 students in the position of library monitor, to assist with the basic daily running of the library.

All classes K-6 visit the library for 1 hour per week as part of the RFF component. They are taught basic library borrowing and research skills, introduced to great literature to help instill a love of reading and also receive technology lessons.

All students are encouraged to borrow during their library lessons and students who show commitment to borrowing are rewarded at the end of each term. 54 students received book
prizes at the end of 2014 for outstanding commitment to borrowing for the entire year. The library also purchases book prizes for presentation day.

The library holds a Scholastic book fair every year with students and teachers dressing to a theme. This year over $8500 worth of sales was taken at the Book Fair giving 35% commission in books to the school.

Arts

Choir
Our school choir is an extra-curriculum option that is open to all students in Years 3 to 6. The students have rehearsed weekly with Mrs Rolt and Miss Blackadder learning a repertoire of songs. They have performed at many whole school events, including assemblies, our school Anzac Day ceremony, Carols by Candlelight and the end of year Presentation Day. There are also many choir members who also perform with the impressive Cessnock Community of Great Public Schools’ Choir, performing at the Education Week Award’s Presentation afternoon and many more special events.

West Factor
In 2014 Cessnock West held it’s very own talent quest called ‘West Factor’. Just like on TV, there were many talented children at Cessnock West who had the X Factor or as we like to call it the West Factor! West Factor was a talent quest that any student from K-6 could enter. It was an exciting opportunity for students to showcase their unique talents and skills. Students auditioned by singing, dancing, acting, playing musical instruments and much more. Group acts as well as solo performers auditioned. Auditions were held throughout the term and students from K-6 not performing came along and watched the acts. Students then voted for their favourite act and finalists were announced after stage auditions.

A school concert was held in the hall and all finalists performed their acts using costuming, props and music. The concert was run in a similar fashion to the TV show, with judges, audience participation and winners. Parents, relatives and members of the school community attended the concert.

Dance
The school dance group consists of students from Stage 2 and 3. Students practise at lunch times and learn choreographed routines which they perform at many community events. The dance group is always eager to perform for an audience and in 2014 they showcased their talents throughout the year. In October they performed at the Cessnock Performing Arts Centre as part of the Songroom True Colours Festival. They performed routines at the Cessnock Aged Care facility as well as at school events such as the Carols by Candlelight and Grandparents Assembly. The Dance group is a great way for students to express their creativity whilst learning about many elements of dance.
Dance Group at Performing Arts Centre

True Colours Festival
This year Cessnock West was asked to perform at the True Colours Festival which was organised through Songroom. The showcase was held for schools in the region that had been part of Songroom in previous years. The groups consisted of 32 students from Year 3 to Year 6. The groups showcased their talents by singing several songs on the day, in particular Stand By Me. The group also took part in a dance routine, ‘No Place I Would Rather Be’. The day was spectacular and showcased some exceptional talent. The performance was held at the Cessnock Performing Arts Centre with eight Public Schools participating in the day.

Dance2bfit
2014 offered each student at Cessnock West Public School the opportunity to take part in the dance program, Dance2bfit. The program specialised in providing primary school dance programs. Dance2bfit has been developed specifically for NSW Primary Schools under the PDHPE syllabus where students have fun learning a new dance each lesson. Professional dance instructors visited our school once a week to teach the students fun, funky dance moves that improved coordination and created opportunities for students to gain self-esteem and confidence. This was a great program to improve the fitness levels of students while they are having a great time. Dance2bfit will continue in 2015.

ADFAS Pokolbin – “Barber of Seville”
The members of ADFAS Pokolbin (Australian Decorative and Fine Arts Society) sponsored the Opera Australia Schools Tour performance of “The Barber of Seville” at Cessnock West Public School on 19th June 2014. The students were entertained by professional performers who showed them what is involved in staging opera, including costumes, stage set, music and voice. The opera had been especially adapted for primary school students and provided a wonderful opportunity for them to learn all about performing arts.

ADFAS Pokolbin have an active Young Arts Program, which aims to inspire young children with a knowledge and love of all aspects of creative arts. Money is raised through raffles and various activities to help fund these projects.
Playground Radio

CWPS playground radio continues to operate daily under the guidance of Mr Kitching. Mentors and activity officers offer a range of music and creative activities for the general school population to become involved in. A visit and slot on live radio 2KOFM & NXFM was exciting for the mentors, as were the monthly visits to Cessnock radio station 2CHR FM where the students and guest teachers were involved in live community broadcasts.

Orbost Secondary College

During November 2014 the Orbost Secondary College in Victoria visited our school whilst on their tour of NSW. The band performance was excellent and thoroughly enjoyed by all students and teachers. As well as playing many familiar tunes, we were entertained with some exceptional singing, a visit from Bananas in Pyjamas and dancing.

Cessnock Community of Great Public Schools

Cessnock West Public School is a member of the Cessnock Community of Great Public Schools (CCGPS), which encompasses the sixteen public schools serving the Cessnock community. CCGPS is a collaborative group and works to maximise student achievement and raise the public profile of public education within the Cessnock area under the values of Collaborate, Inspire and Achieve. The focus of the CCGPS strategies has resulted in measurable improvements in literacy and numeracy outcomes, elimination of the achievement gap for Aboriginal students, student engagement, quality teaching, effective transition and promotion of public education.

Education Week awards for Excellence

In 2014 the Cessnock West Public School community acknowledged the outstanding contributions made by members of our school community.

B1 and B2 entertain

Orbost Secondary College band

Tamsyn Cordowiner, Ann Barry and Ann Gerard. (Louise Guy absent)
Leap into Learning

Leap into Learning is a transition to school program for all pre-school children who will be attending Cessnock West in 2015. This year 50+ children attended the sessions which are held every three weeks throughout the year. The Leap into Learning program provides opportunities for children to experience quality learning and social activities prior to commencing school. It creates a “sense of belonging” and introduces children to the teachers, rules and routines of school. During activity sessions they learn literacy and numeracy skills and take part in craft, technology and social development activities. All the children love the “homework” activities and love to share their efforts during the following session. Parents also appreciate their “homework” which provides activities they can practise with their children to develop visual, auditory and kinaesthetic skills in an informal and interesting way. Leap into Learning gives parents an opportunity to see the school, meet teachers and other parents and become actively involved in their child’s learning. It also gives parents opportunities to observe their children in social and educational activities. The program gives teachers an opportunity to establish relationships with children, parents and family. ‘Leap into Learning’ sessions help children become familiar with the school and teachers and they come to school settled, more confident and eager to learn.

Grandparents’ Day

A very successful Grandparents’ Day was celebrated in Term 4 to acknowledge all the help and support grandparents give to their grandchildren, the school and wider community. 270 grandparents/friends came along to the celebrations. All were presented with a small gift. They were able to spend some time with their grandchildren and purchase amazing artworks created by them. They were entertained at an assembly and treated to a special morning tea provided by staff.

Harmony Day

Harmony Day was celebrated on 21 March 2014 and allowed schools to celebrate the cohesive and inclusive nature of our nation and promote the benefits of cultural diversity. Harmony Day coincides with the United Nation’s International Day for the Elimination of Racial Discrimination and National Day of Action Against Bullying and Violence.

The continuing message of Harmony Day is Everyone Belongs. It is about dealing with cultural, racial and religious intolerance by promoting respect, fairness and a sense of belonging for everyone. Schools have the opportunity to share with others the importance of diversity in school and community through action, performance, fashion and food. Our school celebrated with a mufti day and kite making.

We also asked for a gold coin donation which was donated to the Starlight foundation. The Starlight foundation have supported a former CWPS student Rebekah Lowder (Year 6 2013) and who passed away in 2014.
Ka-u-ma Play 2 Learn

This year the Ka-u-ma Play to learn playgroup commenced at CWPS. The playgroup is held in the school hall. It was a great success and provided opportunities for parents to meet other parents and for children to socialise and participate in activities suitable for their age groups. The playgroup’s staff provide a program of suitable activities using the Early years Framework and the NSW Maths and English syllabus. They also provide support and guidance around child development.

Newcastle Permanent Primary Mathematics Competition

Over 18,000 students from 300 schools entered the Newcastle Permanent Primary Mathematics Competition and CWPS student Grace F-S received an award for coming equal second in year 5 division in the Hunter Region.

Grip Leadership Conference

During Term 2, Student Leaders travelled to the Newcastle Panthers Club to participate in the GRIP Leadership Conference. Over 70 schools attended the Newcastle conference. The conference is unique in that it concentrates specifically on training student leaders for their role as school leaders. The style, topics, and content of this conference all focused on what the students can do right now. Our leaders discussed with each other and other schools, their ideas and strategies for making positive changes in schools. As a result, our School Leaders devised several goals to work towards completing by the end of the year. These goals involve all students, staff, families and community members working together to make a positive change at Cessnock West Public School. The School Leaders represented our school admirably.

Public Speaking

The ability to speak confidently in front of an audience is an important skill and benefits students in many areas of their lives. In 2014 Cessnock West Public School held a Public Speaking Competition in each semester for all students K to 6. Every student in K to 6 was required to prepare, rehearse and deliver an entertaining speech to their class before each competition. The two best speakers in each class were then asked to compete at stage level at school. Each stage winner was awarded a trophy.
Stage 3 Award winners

Learning and Support Program

Our Learning and Support teachers (LaSTs) work with students one-to-one and in small groups. In-class and team teaching programs are offered according to the needs of students and their teachers. Our LaSTs coordinate meetings to work on Individual Education Plans (IEPs), Health Care Plans, Behaviour Plans, and Transition Plans. They also plan SLSO (School Learning Support Officers) and staff professional development in the areas of disabilities and learning support, conduct comprehensive assessments to determine students learning needs, source resources and equipment for students with special needs, liaise with outside professionals such as speech therapists and mentor and coordinate the Quicksmart and Multilit programs.

Our SLSO’s work tirelessly with our funded and unfunded students, supporting them both in class and in the playground. They have also participated in a range of professional learning opportunities in order to increase their skills and knowledge of disabilities and working with students with special needs.

2015 will see the introduction of an Essential Moves program, Auditory Processing training, Minilit literacy program and programs in line with our school PBL focus. We look forward to a productive and successful year in 2015 as we continue to work for the wellbeing of our students.

Multilit

CWPS runs the Multilit Reading Program each year where students from Years 2-4 who are experiencing literacy difficulties are chosen for approximately 16-18 weeks of 1-1 lessons with a tutor. Our tutors are SLSO’s, supervised by a Learning and Support Teacher. Lessons occur daily for 30-40 minutes, and focus on word attack skills, sight words and reading skills.

This year, 23 students have successfully completed the program, and 78% of these have made significant gains in their literacy skills as a result, 14% have made some gains and 8% have made no gains. Students really enjoy participating in Multilit lessons and tutors report very positive student engagement. Multilit will continue in 2015.

Reading Recovery

Reading Recovery is an early literacy intervention program designed for individual students who are identified as “at risk”. Lessons are of 30 minutes duration, five days a week. CWPS was fortunate to gain funding for four students per day in 2014. Ten children were accepted into the program over the year. Most children had 20 weeks of individual tuition and all made significant improvements in both reading and writing. On average, most children improved their reading by 12 levels, could independently write between 25 and 50 words and increased the number of sounds that they could accurately hear and record. Students in Year 2 and 3 who have been on Reading Recovery were monitored and all exhibited gains in both reading and writing with some exceeding grade expectations.

QuickSmart

The prime purpose of the QuickSmart program is to reverse the trend of ongoing poor academic performance for students who have been struggling at school for several years and who are caught in a cycle of continued failure. For a variety of reasons these students have been unable to draw lasting benefits from other in-class and withdrawal instructional activities.

In addition, the QuickSmart professional learning program is designed for classroom teachers, special needs support teachers, and teacher support staff to learn how to work with, and
significantly improve, the learning outcomes in basic mathematics skills of under-achieving students in the middle years of schooling. The program offers professional learning and support for teachers to work in a small class instructional setting with two students using a specially constructed teaching program supported by extensive material and computer-based resources.

Overall, the QuickSmart intervention and research program attempts to fill some of the identified gaps in research and practice regarding middle-school students with persistent learning difficulties.

Specifically, QuickSmart aims to provide an intense intervention focused on basic knowledge and understandings that can equip students with the skills necessary to engage more successfully with classroom instruction.

In 2014, QuickSmart serviced approximately 16 students in Stage 2/3 who experienced difficulties in basic numeracy. These students were identified through a thorough process of data analysis and assessment and were tracked for progress throughout the year. We currently employ a SLSO to facilitate the QuickSmart lessons who is supported by a LaST who is a QuickSmart coordinator. As the success of this program has seen a flow on effect throughout other curriculum areas, we have prioritised the program for expansion in 2015 with another two facilitators being trained. We hope by investing more into this valuable program we can offer this opportunity to more of our students per year.

In 2014 our Pre and Post assessment yielded the following results:

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-Mean</th>
<th>Pre-SD</th>
<th>Post-Mean</th>
<th>Post-SD</th>
<th>Gain</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>All QuickSmart Students</td>
<td>11</td>
<td>36.7</td>
<td>12.534</td>
<td>47.064</td>
<td>12.568</td>
<td>10.364</td>
<td>0.826</td>
</tr>
</tbody>
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Mathletics

Mathletics is an online, comprehensive maths program that links learning to the new Mathematics syllabus. It integrates mental computation and problem solving, provides visual supports for explanation, offers assessments linked to NAPLAN and allows teachers to differentiate learning. Students are able to access teacher-selected activities at school and home, as well as building on their mental computation strategies through the 'live maths' component of the program. Mathletics strengthens learning links between school and home.

Throughout 2014, students at Cessnock West PS received 453 bronze level certificates, 66 silver level certificates and 4 Gold level certificates. Bronze certificates are awarded to students who earn 1000 points in a week, silver certificates are awarded after five bronze certificates and gold certificates are awarded after four silver certificates.

Improving Literacy and Numeracy Partnership

The school continued the National Partnerships project to target Numeracy as an area of improvement (ILNNP). The program was implemented with Year 3 as the target student group for the Early Arithmetic Strategies (EAS) and Place Value (PV) strands of the Numeracy Continuum. Learning support was extended to include some Stage 1 students, and teacher professional learning included all teachers K-6.

Data collected at the end of Semester 2 2014 indicated that 43% of students in Year 3 were performing above expectation in Numeracy. This was a significant improvement from 5% of students working above expectation at the beginning of the year. Overall, the project has contributed to ensuring 86% of students in Year 3 are working at or above the expected numeracy levels outlined by the Improving Literacy and Numeracy National Partnership project.

As part of the National Partnership Numeracy project, CWPS was able to employ a numeracy support teacher in 2014 to work as a Numeracy Support Teacher for Stage 1 (year 2) and Stage 2 (year 3). The Numeracy support teacher worked with small groups from Year 2 and Year 3, two days per week focusing on the areas of need based on the SENA testing, which was completed the previous year.

Positive Behaviour for Learning (PBL)

CWPS is a PBL (Positive Behaviour for Learning) school. PBL is a broad range of whole school and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

The welfare of students is paramount. Through PBL and our student welfare policy we aim to build self-esteem, promote self-discipline and
responsibility, show respect towards others and their property, develop leadership skills, recognise achievements and provide a safe learning environment.

The student welfare policy is underpinned by the belief that all students have the right to learn and teachers have the right to teach in a safe and harmonious environment. Students are taught the expected behaviours for all school settings on a regular basis both in class and at school assemblies. Peer support also has a PBL focus at the start of each weekly session.

Students are encouraged to take responsibility for their behaviour and to recognise that there are positive consequences for appropriate behaviour and negative consequences for inappropriate behaviour. A consistent approach is maintained to ensure good discipline and effective learning. The three core school values of Respect, Responsibility and Learning are well known to students and parents and are prominently displayed around the school.

There is a structured award system, which promotes appropriate behaviour. Every week positive behaviour letters and awards are presented to students who demonstrate our core values of Respect, Responsibility and Learning. These students are then eligible to enter a draw for a weekly prize and then the major draw at the end of term. Stage reward days are also held for those students who continually display our core values.

Positive Behaviour for Learning is an integral part of the Cessnock West school community. In 2014 the PBL team completed a variety of lessons based on our 3 core values Respect, Responsibility and Learning. The lessons were conducted in all classrooms K-6 and were run consistently on Thursday at 12.35pm. The PBL team attended professional development courses to enhance and further develop their understanding of Positive Behaviour for Learning. New and engaging incentives have been used to encourage students to make positive and appropriate choices at school. The Check in/Check out system was put into place in 2014. This is aimed at students who need extra support. Positive letters are sent home weekly to involve the wider community in PBL and student-centred reward systems have been effectively introduced. Positive results are evident with a significant reduction in Planning room referrals.

The PBL team attends network meetings throughout the year where they collaborate and communicate ideas with staff at a variety of schools in the local area. The PBL team meets regularly to reflect on current processes and use data to drive new initiatives. This year CWPS was represented at the PBL Expo in Newcastle where our school received a silver award. The award was for achieving over 80% in external PBL evaluations conducted on our school over the last 2 years.

In 2014 staff completed an anonymous survey created by the PBL team. This survey asked staff to answer a variety of questions based on PBL at Cessnock West Public School. After the surveys were completed the data was collated and the PBL team identified the strengths of PBL at Cessnock West PS and the areas for improvement. The findings of the survey identified that 100% of staff felt that PBL letters and awards have had a positive impact on student behaviour and learning. 90% of staff surveyed found the process of selecting children to receive PBL awards simple and effective. Cessnock West PS is focussed on implementing all elements of the Quality Teaching Framework into teaching and learning including PBL and 100% of staff believe that PBL rewards increase student engagement in learning which promotes a Quality Learning Environment. All staff surveyed support the implementation of PBL letters and awards and wish for them to continue into the future.

Staff were asked if they believe parents appreciate receiving PBL letters that inform them of their child’s positive behaviour. 100% of staff agreed that parents appreciate being informed of their child’s positive behaviour and that this communication has created strong and positive home school partnerships. The results from the survey gave staff an opportunity to reflect on PBL and provided the PBL team with positive and constructive feedback.
Every Girl Program

The Every Girl program was delivered to our stage 3 girls this year. The aim of the program is for girls to achieve positive change, enable the development of strong self-esteem, to grow in confidence, and to decrease bullying and stereotypes. Through a series of eight 90-minute workshops, girls explored community connectedness, human rights, personal voice, and respectful relationships. The journey culminated in a participant-directed community event that highlighted the skills and learning acquired over eight weeks. Our girls organised a tabloid sports event for all of stage 3.

Shake a Leg Program

During 2014 students in Year 2 participated in the “Shake a Leg” program offered by Hunter New England Health. This is a five week program that addresses hygiene and health issues. There were lots of opportunities for students to participate and practise different hygiene and health routines.

Ditto’s Keep Them Safe Show

In Term 1 2014 students in Kindergarten to Year 3 attended the Ditto’s Keep Them Safe Show presented by the Bravehearts foundation. Just as teaching children the road rules cannot guarantee our children’s safety on the roads, no program can guarantee to “abuse-proof” our children, however, by teaching them the principles of personal safety the Ditto Keep Them Safe program gave them the knowledge they need to stay safe and know what to do if anything happens.

PAVe Project

During 2014 students in Years 3 and 4 were selected to participate in the PAVe (Preventing Anxiety and Victimisation through Education) project. The purpose of the project is to evaluate two interventions that enhance students’ social and emotional learning and foster the prevention of bullying behaviours (Friendly Schools Plus and Cool Kids: Taking Control). We were selected for both programs. These programs will help schools reduce all forms of bullying by developing student’s social and emotional learning, building positive peer relationships, and empowering students to cope successfully with difficult situations. Success will be measured through three on-line surveys conducted in 2014, 2015 and 2016.

LiveLifeWell

Cessnock West Public School is proud to be a LiveLifeWell School and be highly active with promoting healthy eating and an active lifestyle. Some of the events we were involved in during 2014 include:

- A renewed focus on PDHPE programs, with the aim of improving the quality of teaching physical education and nutrition education within the school;
- The establishment of a LiveLifeWell school committee to improve the school canteen’s nutrition standards;
- Developed a physical activity program for K-6 incorporating fundamental movement skills using the Get Skilled, Get Active resource;
- The continuation of daily Crunch and Sip;
- The implementation of the Hunter New England Local Health Go4Fun family program which educated families about healthy meals and the benefit of exercise.

Peer Support

During Term 2 and 4 all students K-6 participated in Peer Support group activities. Peer Support groups consist of students from all grades and provides opportunities for our Year 6 students to develop leadership skills and for all students to build positive relationships with students from other grades and classes. Each Peer Support Lesson begins with a PBL focus and then addresses social issues relating to friendships, working in groups and building positive relationships.
Student Representative Council

2014 was another busy and successful year for the Student Representative Council (SRC). This year the SRC representatives are to be commended for the effort they have displayed, particularly in taking on the role of assisting the School Leaders with the lunchtime activities. Every Tuesday the SRC members played a large part in organising and running the activities in the infants’ playground and keeping records and scores for each individual member who participated. This was a huge success, with lots of children participating and having fun in their lunch break. This will be continued next year with our SRC members for 2015.

The SRC have had another great year raising money for many community organisations. A huge success this year was our fundraiser for the Mark Hughes Foundation- Beanie Day raising over $350.00. Cessnock West Public School was the only school from the Cessnock Community of Great Public Schools who took part in the fundraiser. This saw our school feature in the Cessnock Advertiser as well as on Channel 9’s ‘The Footy Show’. The SRC also raised money for Stewart House, The Cancer Council, Red Nose Day and Jeans for Genes Day.

Next year the SRC would like to hold more fundraising activities for the community and our school as well as participate in local community visits.

Water Smart Award Program

During 2014 students in Stage 3 participated in the Water Smart Award Program. The Water Smart Award focused on:

- Water safety knowledge
- Introduction to resuscitation principles
- Basic reach and throw rescue techniques

Sport

Sport and fundamental movement are an important part of school life; not only for its physical and fitness benefits, but for the opportunities it can develop for students in terms of confidence, classroom learning and values, particularly leadership, teamwork and integrity. Sport, not just exercise, gives a child more than just physical well-being; it contributes to a child’s development both psychologically and socially.

Cessnock West students entered and performed well in a number of PSSA state knockout competitions, including rugby league, cricket, netball, touch football, soccer and softball.

For the first time, Cessnock West entered a boys’ team in PSSA Softball in 2014. In a few short months our softball boys learned the fundamental skills and strategies. This saw the boys advanced to the semi-finals after competing against teams in our local area and Lake Macquarie. We also participated in a Softball Gala day resulting in our boys receiving medals on the day. Due to our success we will enter a boys and girls team next year.

We entered two teams into the PSSA basketball competition at Maitland Basketball Stadium. Both the boys team and the girls team did very well and showed a massive improvement from last year. The girls’ team just missed out on going into the finals.

We had three teams, Westside, Westend and Wild Wild West playing in the local Tuesday night basketball Super 12’s competition, at Cessnock Basketball Stadium. Westside was our more established team and have been participating for three seasons. In 2014 they just missed out on making the finals, finishing equal fourth but having a lower for and against percentage than the other team also in fourth place. Westend and
Wild Wild West are the two developing teams. Neither of these teams made it into the finals but showed huge growth and started winning games towards the end of the season.

CWPS sent two teams, a Stage 2 and a Stage 3 team, to the Austag Gala Day at Carmichael Park in Bellbird. This is a non-competitive day and is aimed at developing skills and involvement. The day was a huge success and the children had a lot of fun.

In Rugby League this year we were only involved in the Knights Knockout Competition. We were registered for the Bulldogs/Goannas cup and the PSSA competitions, but due to weather, lack of numbers and travel restrictions, we were unable to attend these events. The Knights Knockout was a great day with the team recording one win and one draw. The team improved over the day and displayed great sportsmanship.

Swimming Carnival
Parkes-187 points (1st place)
Howe-183 points (2nd place)
Edgeworth-172 points (3rd place)
Campbell-168 points (4th place)
68 students progressed through to the Cessnock Zone swimming carnival. This was an increase from 25 students in 2013. Students displayed great perseverance and sportsmanship at the carnival.

Cross Country
The Cross Country was held in fine conditions at Carmichael Park, Bellbird. 44 students were invited to participate at the Cessnock Zone cross country which was held at the Cessnock Race Course in 2014. Five students made it through to the Hunter Region Cross Country held at Broadmeadow.

None of these accomplishments would be possible without the parents who provided moral support and transport to many sporting activities throughout the year.
School planning and evaluation 2012—2014

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

- Analysis of NAPLAN and PLAN data
- Staff, student and parent surveys
- Parent forums

School planning 2012-2014:

School priority 1

1. To raise Reading standards of all students.

2014 targets to achieve this outcome included:

- To increase percentage of Year 3 students achieving proficiency in NAPLAN reading from 23.7% (2013) to 32% in 2014.
- To increase percentage of Year 5 students achieving proficiency in NAPLAN reading from 9.8% (2013) to 23% in 2014.
- To increase percentage of Year 7 students achieving proficiency in NAPLAN reading from 14.8% (2013) to 20% in 2014.
- To increase the number of OC students achieving greater than expected growth in NAPLAN from 70% (2013) to 75% in 2014.

Evidence of achievement of outcomes in 2014:

Progress in reading results was evident in assessment tasks, with strong growth by some students from Years 3 to 5. There was a small increase in both literacy and numeracy in the percentage of students in the lowest bands. This was evident with both Year 3 and Year 5. There was a 7% increase in the number of Year 3 students in band 6 (top band) and a 9% increase of year 5 students in band 8 (top band).

The percentage of Year 3 students achieving proficiency in NAPLAN reading in 2014 was 22%. The target for 2014 was 32%.

The percentage of Year 5 students achieving proficiency in NAPLAN reading in 2014 was 18% an increase of 8% on 2013. The target for 2014 was 23%.

The percentage of Year 7 students achieving proficiency in NAPLAN in 2014 was 13%. The target for 2014 was 20%.

The number of OC students achieving better than expected growth in NAPLAN was 36% in 2014.

Strategies to achieve these outcomes in 2014

- The consolidation of L3 Kindergarten and Focus on Reading implementation in classrooms.
- The implementation of L3 Year 1
- Stronger emphasis on improving outcomes of the ‘high end performers.’
- TPL on new National Curriculum, using K-6 continuums and PLAN data.
- Increased comprehension and a wider range of K-2 texts matched to levels.
- Use of data to inform practice.
- To consolidate the role of the LaST to provide targeted intervention.

School priority 2

2. Increased numeracy outcomes for all students

2014 targets to achieve this outcome included:

- To increase percentage of Year 3 students achieving proficiency in numeracy from 22.2% (2013) to 23% in 2014.
- To increase percentage of Year 5 students achieving proficiency in numeracy from 13.7% (2013) to 15% in 2014.
- To increase percentage of Year 7 students achieving proficiency in numeracy from 13.3% (2013) to 18% in 2014.

Evidence of progress towards outcomes in 2014:

- The Year 3 students achieving proficiency in numeracy was 26% in 2014. The target for 2014 was 23%.
- The Year 5 students achieving proficiency in numeracy was 13% in 2014. The target for 2014 was 15%.
- The Year 7 students achieving proficiency in numeracy was 8% in 2014. The target for 2014 was 18%.

Strategies to achieve these outcomes in 2014:

- Targeted intervention through support of Improving Literacy and Numeracy National Partnership (ILNNP) funding to facilitate modelling of best practice.
- Continuation of Mathletics program.
- Focused LaST support.
- Five weekly tracked data to monitor progress.
- Teacher professional learning.
Continuation of Quicksmart program
K-2 staff trained in TEN (Targeting Early numeracy) program.

School priority 3

3. Improved student engagement.
2014 targets to achieve this outcome included:
- To improve daily attendance to 93% and reduce the number of late arrivals to school.
- To embed PBL practices into school programs and wider school community.
- To consolidate the role of LaST and their use of data to inform practice.

Evidence of progress towards outcomes in 2014:
Parent and teacher surveys indicate general improved attitudes and engagement across the school. School data indicates less referrals to planning room and suspension levels have reduced and stabilised. Through the use of an attendance monitoring program, patterns of absence are evident and targeted programs for families, utilising community support and intervention, were implemented with some success. Attendance rates increased to 93.8% in 2014.

The LaST program has developed strong guidelines of operation distributed to all staff. The up-skiilling of SLSOs has been appreciated by staff and resulted in the effective support of students which is evident in results and connections with students.

Strategies to achieve these outcomes in 2014:
- Continued involvement in the Educational Neglect program to address attendance with daily monitoring of targeted students.
- Staff members involved in Stronger Smarter training with a focus on high expectations for all students.
- Increased employment of Community Liaison Officer to three days per week to enrich community connections, with the addition of an Aboriginal Community Liaison officer one day a week to support families.
- Parent information sessions to assist reading support at home.
- Revise and streamline whole school assessment and data collection procedures for better accessibility – expansion of Sentral
- Continued professional learning for SLSOs.
- Continued integration of Playground Radio into school routines. Almost 30% of the student population is involved and it is a significant attribute of CWPS.

School Priority 4

Increased technology standards for all members of the school community.
2014 targets to achieve this outcome included:
- To raise staff competencies through TPL buddy programs.
- Enriched learning tasks using a range of programs and digital devices and media.
- Expansion of ICT to communicate with community through increased email of newsletter, on line surveys and Facebook.

Evidence of progress towards outcomes in 2014:
An increase in digital learning tool tasks and student presentations and reports. Some TPL in specific areas – iPad Apps was included, but further work in this area particularly in Excel is still needed.

The school was nominated by a member of the school community for outstanding customer service in the category of social media.

Parents surveyed reported that the school App, website and facebook page were valuable forms of communication. Parents are notified immediately if there are variations to routines, reminders are sent if permission notes are due and all notes are available on the website.

Strategies to achieve these outcomes in 2014:
- TPL for staff focusing on needs.
- Expansion of CWPS App as alternate communication tool for the community.
- Increased use of Microsoft surface tablets in Stage 3 classrooms.
- Stage 2 and 3 provided with opportunities to use Web 2.0 tools.
- The purchase of a digital camera for every classroom has led to an increase in digital photography projects.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• Parents agreed 100% they would feel comfortable to approach the school executive.

• Parents were satisfied with the educational management of the school but felt more structured play activities were needed during breaks.

• 100% of parents agree the school communicates effectively.

• 89% of students reported that they had seen improvements at school this year and 92% felt the school had excellent resources to help them learn.

• 85% of students reported that the school expected them to do their best with 93% agreeing that teachers find new ways to help them learn. 95% of students felt that teachers create a positive and supportive classroom environment.

• 91% of students stated that their teacher tells them what they are learning and why and 92% felt that teachers plan activities that are interesting.

• 80% of students felt that teachers treated them respectfully.

• 95% of students are proud of their school and 91% believe the school cares about them.

• 88% of staff felt school leaders had a positive influence on school culture with 100% feeling the school recognises and celebrates achievement. 81% of staff believe CWPS is an inclusive school.

• 91% of staff believe the school encourages students to do their best with 80% stating that they clarify intended learning outcomes and the purpose of learning with students.

• Areas that the staff felt the school did well, was in providing extra-curricular activities and opportunities for students, providing opportunity for parents to engage with the school, providing focused professional development, engaging staff in whole school planning and having supportive school leaders.

Future Directions
2015-2017 School Plan

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

School Planning

The annual school evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P & C, Aboriginal Education Consultative Groups (AECG), and community groups. Principal School Leadership provided support.

In developing the 2015-2017 School Plan, a student, staff and community leadership team was formed, with focus groups identified as students, staff and parents. Internal and external data was collected through the following processes:

• Voluntary surveys were conducted of the school community comprising:
  - All staff members
  - All students 3-6
  - A small group of interested parents.

• Focus groups provided data towards Literacy, Numeracy, Technology, School Culture, Student Engagement and Professional Learning needs.

• Formal and informal classroom lesson observations by executive staff and team leaders as part of Teacher Annual review Schedule (TARS) and Executive Annual Review Schedule (EARS).

• Analysis of student achievement data in Year 3 and Year 5 including detailed NAPLAN SMART analysis with a lens on student growth.

• Analysis of student achievement data across K-2 including analysis of Best Start; L3K and L3S1 programs; Focus on Reading; and Reading Text Levels.

• Information collected from the National Improvement Tool.
Key DEC reforms were also considered and contextualised, such as: Great Teaching Inspired Learning, Local Schools Local Decisions, Rural and Remote, Curriculum, Every School Every Student, Literacy/Numeracy, and the Melbourne Declaration.

**Strategic Directions and Purpose**

**Strategic Direction 1:** Raising expectations and enhancing the quality of student learning and engagement.

**Purpose:** Every student is engaged in meaningful and future-focused learning experiences and achieves their full potential as a learner, leader and responsible, productive citizen.

**Strategic Direction 2:** Fostering quality teaching and leadership

**Purpose:** Build capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence based learning at an individual and collective level.

**Strategic Direction 3:** Enhancing Community engagement and participation.

**Purpose:** To increase community support of our students through a school – wide focus on student equity, well-being and student welfare programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

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