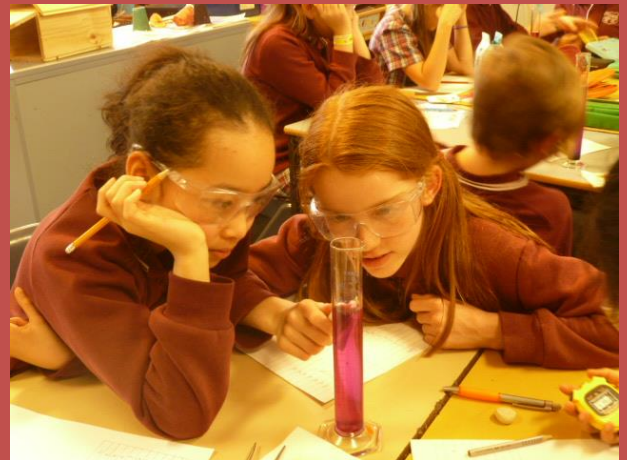




Education &  
Communities

# POINT CLARE PUBLIC SCHOOL Annual School Report 2014



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## School context statement

Point Clare Public School is a proud member of the Gosford City Learning Community with our partner schools, Henry Kendall HS, Gosford HS and Gosford PS.

Point Clare Public School has experienced significant growth in student numbers over recent years.

In 2013 our school grew to 530 students K-6 and we formed 21 classes.

The school enjoys strong support from the parent body and wider community.



### Principal's Message

2014 proved to be a very successful year for staff and students, proudly supported by the parent community.

We continue to work to raise the bar each year by introducing new and innovative learning programs and experiences for our students. We received the outstanding news that our school will receive a multi-million dollar upgrade which will see all demountables removed from the site. Congratulations goes to all of those involved in lobbying for this fantastic outcome including parents and staff past and present as well as our local MP Mr Chris Holstein.

There are many outstanding features of Point Clare Public School - from the numerous opportunities for students in the performing arts and on the sporting field- to high quality teaching and learning programs delivered by excellent teaching staff, and dedicated, supportive parents who work hard to make sure further

improvement to the school environment and extra hands are there to help in so many ways.

I particularly acknowledge the hard work of the school executive team and the P & C executive for their dedication and tireless work for the school community.

Please enjoy reading about the achievements for 2014 at Point Clare Public School.

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.

**David Harris**

**Principal**

### School Council message

The School Council comprises ten parent, community and staff representatives (including the Principal and Deputy Principal), and meets at least twice each school term to provide guidance and direction on key factors influencing the school.

Consistent with the objectives of its constitution, the School Council facilitates a valuable interaction between parent, community and staff representatives, ensuring a strong combination of views are represented on matters raised through the Council.

During 2014, the School Council focussed its efforts on the emerging challenges – as well as opportunities – associated with the school's popularity with new families moving into its catchment area.

This included advocacy on the need for greater long-term planning to meet the needs of our students, now and into the future. Some of the key-note items led by the School Council during 2014 include:

- Providing input into the development of the school's three year plan, together with the development of the 'School Vision and Context Statement'.
- Working with the Principal on the development of plans for the school's \$10

million capital upgrade, funding of which has resulted from the work of the School Council and the school community.

- Supporting the development of an Electronic Device Program for the School, to commence as a trial during 2015.
- Assisting in the establishment of a school band and promoting other musical opportunities for students.
- Performing a survey involving the school community and local residents to establish the preferred position for a pedestrian crossing on Takari Avenue (along with the presentation of the survey's outcomes to Gosford City Council).
- Working with the State Member of Parliament to promote the introduction of a 40 km/h school zone on Brisbane Water Drive. (The School Council has proposed that, as part of the NSW Government's plans to introduce school flashing lights at every school throughout NSW by the end of 2015, that flashing lights be installed on Brisbane Water Drive to establish a 40 km/h school zone).
- Championing road safety initiatives, by preparing a submission to the NRMA 'Safer Driving School Road Safety Grants' program – with a proposal to implement a safe walking and cycling initiative for the school – and by organising the 'Walk Safely to School' day in May 2014.

I would also like to acknowledge the departure of Diane Chiofalo and Amanda Dickey from the School Council during 2014, both of whom were notable for their contributions they made to the school.

Finally, a big thank-you needs to go out to all the teachers and staff of Point Clare Public School for making the school such a positive learning environment for the children of our community.

**Gavin Hill**

**Chair, School Council**



## Stage Based Reports

### Early Stage 1

The students of Kindergarten 2014 have enjoyed a very busy and challenging year. They have all commenced their academic life with enthusiasm and have demonstrated a real love of learning.

The children began by taking part in the Best Start Program. Teachers were able to spend time with each child in order to gain a clearer understanding of literacy and numeracy development. This enabled the teachers to begin a meaningful literacy and numeracy program catering for each child at the beginning of term 1. The teachers maintained the collection of data and continued to work with the children ensuring their successful progress along the literacy and numeracy continuum. The individual differences of the children were catered for to ensure all children in Kindergarten are experiencing successful learning and meaningful tasks. The children have all worked hard throughout the year.



The children in Early Stage 1 formed a strong bond with their Year 6 buddies. The year 6 children made the kindergarten children feel at

home and safe in their new school environment. The Kindergarten children continue to seek out their buddies in the playground. I know that the children in Kindergarten will remember with fondness their Year 6 buddies for years to come.

The Kindergarten children quickly become active members of the school community and continued to take part in school and community events throughout the year. The children have had the opportunity to bring into the school many members of their family to participate in activities and share in their wonderful achievements. The children's mothers came for morning tea; Grandparents watched a performance and Dads had breakfast. We also traveled to Orana Nursing Home and Little Miracles Pre-school for Easter and Christmas performances. This gave the children the opportunity to become active members of our extended community. The children always enjoy returning to their pre-school to show their past teachers just how much they have grown up.

The Kindergarten students participated in a dance program. This program provided the children with the opportunity to work with a talented professional, gaining skills and confidence in their own abilities. The children were able to show off their dance skills to parents at our demonstration lesson.

The children in KC were selected to perform at the Central Coast Environment Awards. Mrs Conyers worked very hard with an enthusiastic and large group of approximately 50 children, to form the Kindergarten Dance Group who enjoy dancing to "One Way or Another" by One Direction

It has been a joy for all the teachers of Early Stage 1 to watch the children mature and grow throughout the year. They have become an active part of the school community.

**Allyson Carey**

**Assistant Principal (Team Leader)**

### **Stage 1**

In 2014 the Stage 1 Teachers again showed their dedication and commitment to the children of Point Clare. All students have engaged in a wide variety of authentic learning experiences and excursions that have directly reflected our vision for 21<sup>st</sup> century learning. As always teachers

focused on the School Plan as a cornerstone for learning using such strategies as higher order thinking skills, multiple intelligence activities, problem solving, visual literacy and differentiation. The National Curriculum is being implemented effectively with current trend data indicating positive growth in literacy and numeracy throughout Stage 1.



The use of new resources, particularly readers, and concrete materials in Maths and Science has been a significant bonus. This year's in-school excursion-The Jollybops, a Science Discovery show, highlighted the new direction of discovery learning and questioning. As part of our HSIE theme on transport all students travelled down to the Powerhouse museum in Sydney. This was our first experience at the Powerhouse and was both exciting and educational. As well as our regular PDHPE program, students again enjoyed and gained a great deal from our dance program Kidansys. Life Education, Child Protection, Swim School for Year 2, tennis program and football skills for Year 1 all helped to consolidate and balance existing programs.

Junior Dance groups and Junior Choir had plenty of performance experience entertaining at Education Week, Harmony Day, Mother's Day

Celebration, Point Clare's Got Talent and Carols by Candlelight. Our Year 1 Junior Dance group also performed to a most responsive audience at Laycock St Theatre for PAN. Students continue to have opportunities to participate in the Environment Club for real hands on learning. They also travelled to Katandra Field Studies Centre for some discovery learning about wet and dry environments. Stage 1 teachers are already planning to improve and enhance student learning and experience for a rewarding 2015. Our focus will be student wellbeing, improving student learning outcomes and continued positive implementation of the National Curriculum.

**Linda Atkinson**

**Assistant Principal (Team Leader)**

## **Stage 2**

It has been a very busy and varied year with both school based and extracurricular activities for stage 2 throughout 2014.

Year 3's participation in Scottish Country dancing program, combining memory skills, exercise and coordination, was enjoyed by the students, while Year 4 was given the opportunity of learning the ukulele. The combination of these two programs culminated in the Stage 2 Ceilidh allowing families to see and participate in the dances the children had learnt and listen and watch the ukuleles players perform. A group of dancers then went on to demonstrate their skills at our Education Day assembly and The Gathering of the Clans at Toukley.

Our annual Point Clare's Got Talent concert was again represented well by stage 2 students both in singing and dancing. Dance groups from Year 3 and Year 4 performed under the guidance of stage 3 students who not only choreographed the routine but spent lunches teaching the routines to our students.

Our students in the school recorder group were able to display their ability both at school during Education Week, and at district level at Central Coast Showcase and Performing Arts Night at Henry Kendall.

Again our excursions, organised to complement our HSIE work 'Australia You're Standing In It', were greatly enjoyed by all students. Year 3's trip to the city and Year 4's overnight trip to Jenolan Caves provided us with an engaging practical experience, while our Maitland Bay excursion offered a local and historical perspective to our stage unit.



The collaborative Art Skills program introduced this year provided us with some excellent pieces of art work that were framed and sold during Education Week as part of the Point Clare Art Show.

A focus on writing was introduced this year. All units were planned integrating curriculum requirements, pedagogy and self-assessment and were delivered using explicit criteria communicated to students. A writing rubric was used that clearly set expectations of the writing task with emphasis on using correct punctuation, text and sentence structure, descriptive language with correct spelling and grammar, for the development of students' self-evaluation skills.

Stage 2 has entered throughout the year numerous state and local competitions including Science, Maths problem solving, writing and public speaking. In state and local chess competitions students have displayed excellent skills resulting in their placement in the top 10 of many competitions. In 'Write 4 Fun' writing competition more than 10 students successfully progressed past the initial judging, and the school was recognised for outstanding writing. In spelling, the prize of a digital dictionary was won by one of our students who were placed 2<sup>nd</sup> in the zone Premier's Spelling Bee Challenge. Prizes were also awarded to a number of Stage 2 students at the Gosford City Council Environmental Award Ceremony.

With identifying as a Stage, setting high work and behavioural standards, sharing ideas, performing both at school and stage assemblies, working co-operatively, participating in extracurricular activities Stage 2 has provided opportunities for the enthusiasm and diverse interests of all our students, and has helped to develop responsible, considerate and independent learners.

**Barbara Ruhan**

**Assistant Principal (Team Leader)**

### **Stage 3**

Stage 3 has experienced a very eventful, busy and fun-filled year. During Term 1, our excursion to IMAX to experience 3D natural disasters was a great day out in the city with this experience supporting units of work in the classroom. The train journey, lunch at Darling Harbour and a quick walk around the city all added to the enjoyment of the day. The students' behaviour was excellent, as usual.

Term 2 activities included Year 5 sitting for the NAPLAN tests and our excursion to Canberra. The weather in Canberra certainly let us know that we had moved further south. There was sleet, rain and even some small flurries of snow! The Year 6 teachers had certainly prepared the students well for this excursion as when they were in Parliament House the role playing and information sharing were excellent. Maybe we are nurturing a future Prime Minister. Our time spent at Black Mountain Tower, the Sports' Institute and Qwestacon was educational and interesting.

In Term 4, the Year 5 students attended Point Wolstoncroft recreation camp. The Year 5 students and teachers have reported that this was an excellent camp. It challenged the students to face many changes – being away from home, developing skills involving heights, climbing, kayaking, the 'wombat hole', eating different foods and getting along with others.

5/6W took part in the Newcastle Herald Newspaper competition with an excellent two page spread published in the paper in September. A group of students attended newspaper printing

at Beresfield. This was an amazing experience for our budding authors and journalists.

Debating and Public Speaking involved a large number of Stage 3 students representing our school in the Premier's Debating Challenge and Central Coast Public Speaking Competition. Our students performed very well in both of these competitions, raising the profile of Point Clare Public School.

Year 6 students took leadership to a new level in Term 3 with Peer Support groups focusing on anti-bullying concepts. This program involved students from all Stages in a whole school focus.

Six Stage 3 students attended GATS (Gifted and Talented) Camp, five attended a Creative Arts Camp, ten students attended the Central Coast 3 day Drama Workshop and two students were selected to attend the GAT Workshop at Gosford High School. Year 6 also attended a welcoming Maths Fun Day at Henry Kendall High School, with Year 5 attending a Taster Day at Henry Kendall.



5/6W and 6R classes also took part in ChildFund. This involved studies of Timor Leste and Sri Lanka with technological liaison between our students and students in these other countries. Our students gained an insight of how others live in disadvantaged countries. Four students from 5/6W also took part in the Small Voices Big Dreams Campaign for children's rights. This is one of the largest global polls of children's views in the world. The culmination of these studies involved a Film Festival for the whole school,

where films made by the students were viewed and discussed.

The various end of year activities once again gave Year 6 the opportunity to lead the Stage before heading off to high school.

We wish our Year 6 best wishes for high school and welcome our Year 5 students to their new leadership roles.

**Jane Young**

**Deputy Principal (Team Leader)**

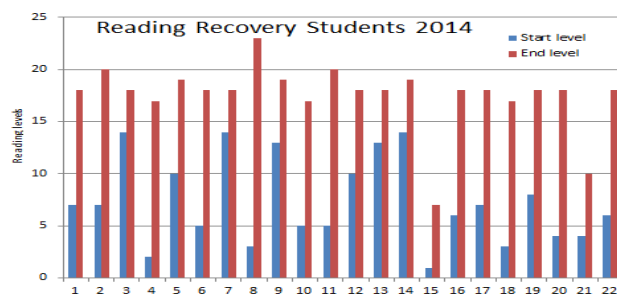


### Reading Recovery 2014

Reading recovery is a program that has been implemented in our school over the last four years. It involves targeting students in Year 1, who have not yet reached the minimum reading level for Kindergarten. They receive one to one instruction daily over a period of up to twenty weeks to ensure that they meet end of Year 1 reading levels.

This year the program has been extremely successful, taking on twenty-two students, some of which improved by up to twenty reading levels. Monitoring of previous students who are now in Years 2 and 3, indicate that they have maintained their success from the Reading Recovery program.

Congratulations to our Early Stage 1 and Stage 1 teams who have worked in conjunction with learning support to encourage and facilitate programs within their classes. This year’s Kindergarten reading levels have far surpassed expectations with a staggering 93% of students reading above the state average.



Student	Entry level	End Level	Reading Levels Gained
1	7	18	11
2	7	20	13
3	14	18	4
4	2	17	15
5	10	19	9
6	5	18	13
7	14	18	4
8	3	23	20
9	13	19	6
10	5	17	12
11	5	20	15
12	10	18	8
total			126
Children			12

Student	Entry level	End Level	Reading Levels Gained
1	13	18	5
2	14	19	5
3	1	7	6
4	6	18	12
5	7	18	11
6	3	17	14
7	8	18	10
8	4	18	14
9	4	10	6
10	6	18	12
Total			95
Children			10

**Jenny Ricketts and Eric Thorsby**

**Reading Recovery teachers**



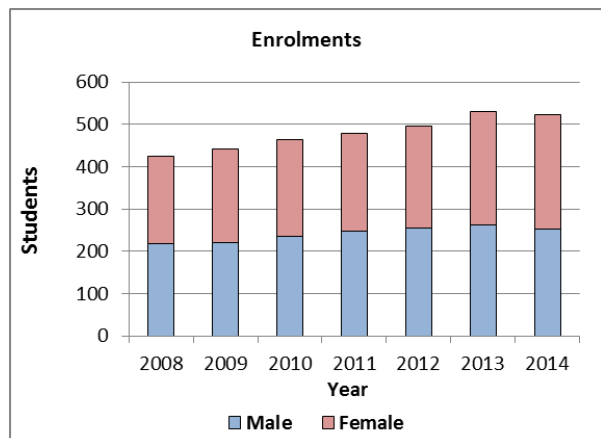
### Student information

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

Our enrolment at the end of 2014 was 528 students, with an approximate equal number of girls and boys. The school continues to focus on quality student outcomes and caters for a broad

range of activities from sporting, performing arts, cultural, leadership, environmental and academic pursuits. It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile

		Year	2009	2010	2011	2012	2013	2014
School	K		95.0	95.0	96.1	95.1	96.2	95.4
	1		94.9	94.8	96.0	96.0	94.0	95.9
	2		94.3	95.2	95.6	92.3	95.2	94.7
	3		94.3	94.7	94.8	95.2	95.9	94.8
	4		93.7	95.1	94.8	94.1	94.7	95.7
	5		94.5	94.9	95.4	95.2	95.1	94.0
	6		94.6	95.0	95.6	95.1	94.7	95.0
	<b>Total</b>		<b>94.5</b>	<b>95.0</b>	<b>95.5</b>	<b>94.8</b>	<b>95.2</b>	<b>95.1</b>
State DEC	K		94.3	94.7	94.7	94.3	95.0	95.2
	1		93.7	94.2	94.2	93.9	94.5	94.7
	2		94	94.4	94.2	94.2	94.7	94.9
	3		94.1	94.5	94.4	94.4	94.8	95.0
	4		94	94.5	94.3	94.3	94.7	94.9
	5		94	94.4	94.2	94.2	94.5	94.8
	6		93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>		<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

### 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

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16
Primary Part-Time Teacher	0.9
Primary Teacher RFF	0.882
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	3.962
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

During 2014, no staff member was of Aboriginal or Torres Strait origin.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	84
Postgraduate	16
NSW Institute of Teachers Accreditation	25

### Professional learning and teacher accreditation

All teaching, office and support staff participated in regular professional development this year.

This included attending conferences, bi-weekly workshops, Child Protection, CPR resuscitation and Anaphylaxis training. Staff also attended four school development days in 2014 which included internal, online and external professional learning activities.

Teachers attended courses to up skill in the use of interactive whiteboards and iPads, teaching and the New Curriculum, NAPLAN analysis, Disability Standards in Education and Development of IEP and PLPs to support student learning.





In 2014 a total of \$19850 was spent on professional learning. The average expenditure per staff member was \$863.

The average number of days spent in professional learning was approximately 6 days per staff member.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	164557.44
Global funds	283635.79
Tied funds	270080.96
School & community sources	185793.55
Interest	5850.65
Trust receipts	19924.95
Canteen	0.00
<b>Total income</b>	<b>929843.34</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	75495.23
Excursions	93547.92
Extracurricular dissections	45471.35
Library	3423.33
Training & development	6578.37
Tied funds	209216.71
Casual relief teachers	115006.42
Administration & office	75119.26
School-operated canteen	0.00
Utilities	56609.15
Maintenance	49533.47
Trust accounts	18233.74
Capital programs	19069.40
<b>Total expenditure</b>	<b>767304.35</b>
<b>Balance carried forward</b>	<b>162538.99</b>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.



## School performance 2014

### The Arts

Creative and Performing Arts (CAPA) programs continue to be a major focus within our school curriculum. All children have the opportunity to be involved in the many programs and interest groups we offer as part of their development and education.

There are many dance groups offered within the school from Kindergarten to Year 6. As well as teaching staff leading these groups, two Year 6 students choreographed a Year 4 group which performed at our Talent Show. Also, this year we had both a Year 2 and a Senior Dance Troupe represent the school at the Central Coast Dance Festival.

The Primary Choir, which included children from Year 3-6, had a wonderful year, singing for enjoyment and performing at many school and community functions. We represented Gosford City Learning Community at A Celebration Assembly and PAN at Henry Kendall High School. PAN is a fantastic yearly event showcasing students from Henry Kendall High School, Gosford primary and Point Clare. Our drum group, recorder group, and a talented Year 6 soloist performed as well. The choir also performed at our yearly Christmas Carols evening and for the local church group.

A major musical event this year was Point Clare's got Talent. Over 180 children auditioned for the show and one third of the children performed for the students, parents and community members.

An exciting initiative this year has been the formation of a school rock band.



A talented parent, Mr Gerard Masters offered to teach and orchestrate the music for the band. The children have really enjoyed this opportunity and have performed already at our Carols night and School Assemblies. We are looking forward to this continuing next year and to be able to perform at many more functions within the community.

### **Jenny Ricketts**

### **Choir Coordinator**

## **School Sports**

The school provides opportunity for all students to participate in and enjoy a wide range of sporting and physical activities. High participation levels in school based and interschool competitions complement weekly infant and primary sport as well as regular Stage based fitness programs.

The school provides 2 hours of structured physical activity each week for all classes.

This year all Early Stage 1 and Stage 1 children were actively engaged in a gross motor skills program based around developing hitting, catching and throwing skills. Stage 1 students also participated in a tennis skills program.

In Term 1, Stage 2 and Stage 3 students enjoyed the *Surfun* sessions at Terrigal Beach and the Gymnastics program in our school hall.

The school competed in several state-wide PSSA knockout competitions including; cricket, softball, football, netball, rugby league, basketball and touch football. Opportunity to work as a team and play competitively against other schools was appreciated by all participants. Both our softball and cricket teams made it into the higher rounds of these competitions and represented our school with pride. A special mention must go to Michael Porter who was selected in the Sydney North 11 Years Rugby League Team.

Years 2 and 3 participated in Swim Scheme, where they completed an intense 2 week swimming program designed to improve technique and water safety skills.

Stage 3 classes learnt some important rules about bicycle safety from the police instructors at CARES, at Palmdale.

We were very privileged to have Mr Ed Johnson volunteer his time to teach Year 1 the beginning skills for Rugby League. The students learnt passing, running, kicking and a variety of team work skills.

This year the school Swimming Carnival was won by Katandra whereas the cross country, athletics and ball games carnivals were all won by Girrakool. All school carnivals were a great success with many children gaining representation at Zone and Regional levels. An outstanding performance by Sophie Boyd at the Regional Cross Country saw her gain selection as a member of the Sydney North Cross Country team.

Point Clare finished 2<sup>nd</sup> at the Zone Swimming Carnival, 1st at the Zone Cross Country Carnival, 2nd at the Zone Athletics Carnival and 1<sup>st</sup> in the Peninsula Ball Games Carnival. Two outstanding performances at a regional level were by Rebecca Casey who finished 3<sup>rd</sup> in the Discus and Sam Bennett who finished 2<sup>nd</sup> in discus at the Sydney North Athletics Carnival. Both students went on to compete at the State Athletic Carnival where Rebecca finished 3<sup>rd</sup> and Sam 12<sup>th</sup>. Rebecca was then selected in the state PSSA team and competed in the National Championships in Tasmania where she finished 9<sup>th</sup>.

The whole school Commonwealth Games Day held in August was extremely successful. The

children had the opportunity to participate in a variety of skills based activities and games.

The Premiers' Sporting Medal was awarded to Rebecca Casey.



Our school was invited to compete against Peninsula Schools in Gala Days. This involved the students choosing a particular sport and spending sport time learning and further developing their skills before spending a day putting into action what they have learnt and playing the game against other schools. These days were very successful from a social and skills development perspective.

**Steve Rayner, Trevor Watt, Eric Thorsby and Col Cashman**

**Sports Co-ordinators**

## 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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

#### Year 3 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2014</b>	418.3	424.4	416.3			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	10	14	20	14	24
Percentage in Bands	2.4	11.9	16.7	23.8	16.7	28.6
School Average 2010-2014	3.7	10.9	14.6	24.9	19.1	26.9
SSG % in Bands 2014	3.8	6.9	12.9	26.3	23.0	27.1
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

#### Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2014</b>	401.9	406.3	401.6			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	7	23	21	19	12
Percentage in Bands	2.4	8.3	27.4	25.0	22.6	14.3
School Average 2010-2014	3.5	7.8	22.5	27.5	26.9	11.9
SSG % in Bands 2014	2.2	9.0	22.5	25.7	26.8	13.9
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

#### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2014</b>	411.4	432.6	418.8			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	9	17	17	22	16
Percentage in Bands	3.6	10.7	20.2	20.2	26.2	19.1
School Average 2010-2014	2.9	8.0	20.0	23.7	28.3	17.1
SSG % in Bands 2014	1.7	8.3	12.2	22.8	26.4	28.5
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

#### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
<b>Average score, 2014</b>	432.8	438.9	427.1			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	2	14	21	16	28
Percentage in Bands	3.6	2.4	16.7	25.0	19.1	33.3
School Average 2010-2014	4.3	6.6	11.4	22.3	25.7	29.7
SSG % in Bands 2014	2.6	6.1	14.1	22.7	22.4	32.1
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

### Year 3 NAPLAN Writing

	School		SSG		State DEC	
<b>Average score, 2014</b>	395.8		413.2		401.5	
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	6	23	31	21	3
Percentage in Bands	0.0	7.1	27.4	36.9	25.0	3.6
School Average 2011-2014	1.7	4.5	17.3	29.8	37.4	9.3
SSG % in Bands 2014	2.1	6.1	18.2	24.1	38.9	10.5
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

### Year 5 NAPLAN Reading

	School		SSG		State DEC	
<b>Average score, 2014</b>	488.1		505.2		497.3	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	5	14	19	24	11	9
Percentage in Bands	6.1	17.1	23.2	29.3	13.4	11.0
School Average 2010-2014	3.6	9.9	27.3	27.8	20.1	11.4
SSG % in Bands 2014	3.9	10.6	23.1	28.2	20.1	14.1
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

### Year 5 NAPLAN Numeracy

	School		SSG		State DEC	
<b>Average score, 2014</b>	481.0		495.5		488.5	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	5	10	30	21	8	9
Percentage in Bands	6.0	12.1	36.1	25.3	9.6	10.8
School Average 2010-2014	3.3	10.5	27.6	32.4	15.6	10.5
SSG % in Bands 2014	4.3	11.4	24.0	32.6	15.9	11.9
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0

### Year 5 NAPLAN Spelling

	School		SSG		State DEC	
<b>Average score, 2014</b>	491.8		517.1		502.7	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	6	16	22	22	10
Percentage in Bands	8.4	7.2	19.3	26.5	26.5	12.1
School Average 2010-2014	4.2	8.0	22.0	28.0	23.8	14.0
SSG % in Bands 2014	3.2	6.5	16.1	26.5	30.6	17.2
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

### Year 5 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
<b>Average score, 2014</b>	500.5		521.5		504.7	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	4	8	20	20	20	11
Percentage in Bands	4.8	9.6	24.1	24.1	24.1	13.3
School Average 2010-2014	3.0	10.1	20.2	27.1	21.7	17.9
SSG % in Bands 2014	3.7	8.2	16.0	23.7	24.9	23.6
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

### Year 5 NAPLAN Writing

	School		SSG		State DEC	
<b>Average score, 2014</b>	464.3		476.6		467.1	
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	12	32	19	10	2
Percentage in Bands	8.5	14.6	39.0	23.2	12.2	2.4
School Average 2011-2014	7.3	9.4	37.7	31.2	11.6	2.9
SSG % in Bands 2014	5.3	9.3	38.0	31.8	11.6	4.0
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

### Average progress in Reading between Year 3 and 5\*

	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
<b>School</b>	96.5	74.7	79.4	90.9	74.8
<b>SSG</b>	86.7	75.3	80.2	84.8	76.2
<b>State DEC</b>	83.7	74.0	79.2	85.7	78.8

### Average progress in Numeracy between Year 3 and 5\*

	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
<b>School</b>	93.6	91.8	94.9	87.0	88.0
<b>SSG</b>	91.8	93.0	102.4	91.9	88.8
<b>State DEC</b>	89.6	95.8	98.2	89.7	89.1

## Other achievements

### Significant programs and initiatives – Policy and equity funding

Point Clare Public School received \$27,213.70 for equity funding in 2014.

### Aboriginal education

The school's Aboriginal education programs have been successful in promoting understanding and knowledge of Indigenous Australian culture.

In particular, an Aboriginal perspective is applied to all studies when Australian history is studied by students with a view that all students develop an informed understanding of Australia's Indigenous people and their cultures and of the importance of the reconciliation process.

Further, the school actively promotes contact between Indigenous and non-Indigenous Australians, especially among students with their peers.

Outcomes of programs are intended to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia as well as designed to improve the learning outcomes for Aboriginal students enrolled at our school.

### Multicultural education and anti-racism

Multicultural education is delivered primarily through the Human Society and Its Environment Key Learning Area. Teachers

enthusiastically ensure that our students learn about cultural diversity and the contribution to Australian society which is vital to the development of responsible and informed citizenship.

We have a variety of special days with a highlight being Harmony Day. This year a whole school program ran incorporating the performance group "Cultural Infusion". The group taught several multicultural dances and entertained us with fantastic music.

## **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:

- Student, Staff and Parent Surveys
- Analysis and observation of student work samples, assessment data and student achievement of syllabus outcomes
- Classroom observations

### **School planning 2012-2014:**

#### **School priority 1**

##### ***Improved Literacy outcomes for all students***

#### **Outcomes from 2012–2014**

1. NAPLAN, Best Start and school based data will reflect an improved level of student achievement in line with state and regional targets
2. Classroom practice will be enhanced by use of quality systems, innovative technology and explicit teaching strategies
3. Improved levels of performance for targeted students

#### **Evidence of achievement of outcomes in 2014:**

- Percentage of Year 3 students achieving at or above minimum standard was:  
Reading 85.8%  
Writing 92.9%

Spelling 85.7%

Grammar & Punctuation 94%

- Year 5 progress was measured in student growth from Year 3 to Year 5. Growth equal to or above state growth was as follows

Reading 50.6%

Writing 50.6%

Spelling 38.5%

Grammar & Punctuation 52.6%

- Year 7 progress was measured in student growth from Year 5 to Year 7. Growth equal to or above state growth was as follows:

Reading 68.6%

Writing 66.1%

Spelling 69.8%

Grammar & Punctuation 68.3%

- Classroom practice has reflected the development of pedagogy to include more student self-directed learning and development of skills that reflect the use of technology for learning

#### **Strategies to achieve these outcomes in 2014**

- Teachers utilized the Literacy continuum to track individual student's achievement. Data was entered on the PLAN website for continual monitoring of achievement
- Stage groupings worked collaboratively to focus on improving Writing outcomes for all students. Various writing rubrics were trialed to ensure consistency of marking in writing. Stage-based writing rubrics are being developed to ensure the school Scope and Sequence for writing is implemented.
- Grouping of students for different areas of literacy ensured students were working at ability level, with extra support for students who found achievement of outcomes more challenging.

## School priority 2

### *Improved Numeracy outcomes for all students.*

#### **Outcomes from 2012–2014**

1. NAPLAN, Best Start and school based data will reflect an improved level of student achievement in line with state and regional targets
2. Classroom practice will be enhanced by use of quality systems, innovative technology and explicit teaching strategies
3. Improved levels of performance for targeted students

#### **Evidence of progress towards outcomes in 2014:**

- Percentage of Year 3 students achieving at or above minimum standard for Numeracy was 91.6%
- Year 5 progress was measured in student growth from Year 3 to Year 5. Growth equal to or above state growth was 55.8%
- Year 7 progress was measured in student growth from Year 3 to Year 5. Growth equal to or above state growth was 81%

#### **Strategies to achieve these outcomes in 2014:**

- The Math's Committee led teachers in the development of a school Scope and Sequence to assist with the implementation of the new Mathematics syllabus. This will be trialled from Term 1, 2015.
- Teachers familiarized themselves with tracking student progress on the Numeracy continuum.
- Teaching strategies began to include more differentiated and student-centred Maths including greater emphasis on the Working Mathematically strand of the new syllabus
- Teachers were provided with professional learning and release time to track student progress using PLAN software which aligns with the new Maths syllabus outcomes. This will ensure teachers are able to group students appropriately from the beginning of Term 1, 2015.

## School priority 3

### *Improved Student Engagement & Attainment*

#### **Outcomes from 2012–2014**

1. Differentiated teaching and learning practices engage every student and improve student attainment across all stages of learning
2. Engagement practices promote student wellbeing
3. Provide meaningful feedback on achievement to staff and students
4. Clear, structured restorative student wellbeing practices are embedded across the school.
5. All students are provided with an enriched, diverse range of extra curricula learning opportunities.

#### **Evidence of progress towards outcomes in 2014:**

- School attendance rates continued to be above State attendance levels.
- Interactive technologies have begun to be embedded in daily classroom practice by teachers through the use of interactive boards, internet and greater use of computers. Student use of i-pads with the introduction of selected apps enhanced student engagement and assisted a greater focus on student-centred learning.
- As the You Can Do It wellbeing program became more embedded in daily practices, acknowledgement and rewards were celebrated at weekly assemblies
- Wellbeing programs implemented for targeted students by the School Chaplain included Rock and Water, Seasons for Growth and social skills.
- The enormous variety of extra-curricular activities was continued for students, including dance, choir, drumming, gymnastics, ukulele, creative arts and chess. As well, extra activities were introduced including French and Highland Dancing.
- A number of students received prizes at the Gosford City Schools Environment Awards.

### **Strategies to achieve these outcomes in 2014:**

- Classroom groupings for literacy and numeracy reflected differentiated practices with student assessment driving teaching and learning activities for each group to achieve outcomes sequentially according to the continuums
- Adoption of stronger differentiation practices in classrooms ensured all students were working at their individual ability level which promoted student wellbeing as academic successes were achieved and celebrated sequentially.
- Increased student use of, and increased teacher professional learning surrounding the use of interactive technologies, assisted the adoption of habitual use of technology in teaching and learning.

The School Environmental Plan (SEMP) continued to be implemented with the assistance of our parent and community volunteers.

### **Parent/caregiver, student, and teacher satisfaction**

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

### **Mathematics Survey**

Parents, students and teachers were electronically surveyed using Survey Monkey with regards to Mathematics teaching in the school.

Teachers across all Stages responded to the survey, all students from Years 3-6 were surveyed and 91 of our parents, which is about 1/3 of our families.

Overall the outcomes of this survey indicate that Maths is thought of positively by all stakeholders.

- 91% of parents were aware of what was being taught in Maths at school.
- 92% of parents felt that Maths was mostly a positive experience for their child at school
- Teachers felt that 91% of students viewed Maths as a positive experience in class
- 86% of students stated that Maths was a positive experience at school

- 83% of parents stated that their child's confidence with Maths was average or above average.
- According to teachers, 91% of students appeared to have average or above average confidence in Maths
- 91% of students stated that they were average or above average at Maths
- 45% of parents stated they would like their child to use a text book sometimes for Maths
- 47% of teachers indicated that they would like students to use a textbook sometimes for Maths
- 12% of students stated they would like to use a text book sometimes for Maths

Throughout 2015 the school will trial classroom teaching without the use of a class textbook for Maths. The focus will be on student-centred learning, differentiated to suit the needs of individual students in each area of Maths. Greater use will be made of technology such as interactive whiteboards, computers, i-pads and apps. This decision will be reviewed in Term 4, 2015.

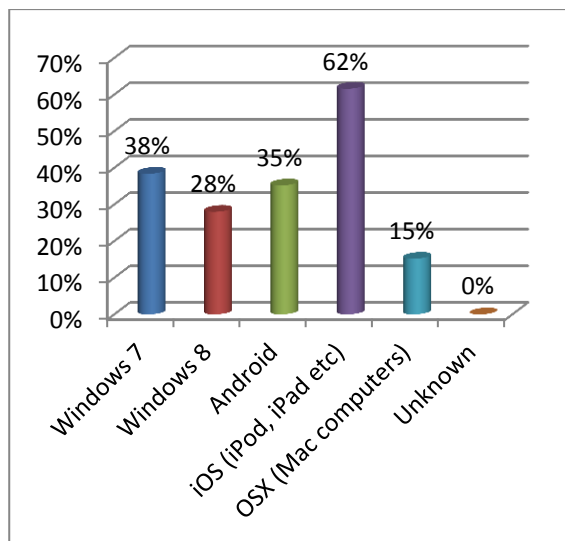
### **Technology Survey**

Throughout Term 3 and 4, the school conducted a survey related to Bring Your Own Device (BYOD). These are programs in which students bring their own technology device to school to assist in learning. There are many models of BYOD ranging from students being allowed to bring any wireless enabled device to students bringing in a specific device.

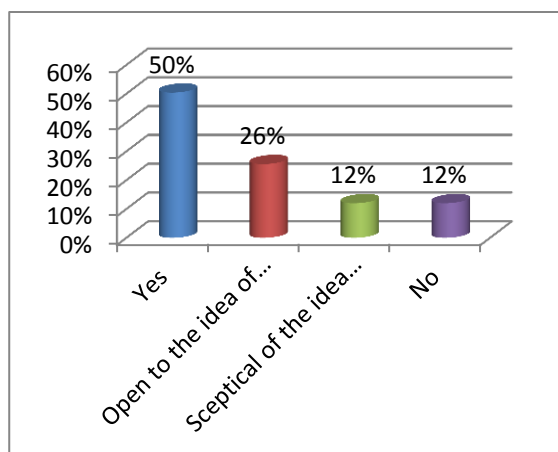
Some of the results from the 125 respondents are demonstrated in the graphs below. The school will commence a trial BYOD program in 2015 with two stage 3 classes, with possible expansion into other classes if this proves successful.



## Types of Devices used by Students at Home



## Community support for a BYOD program at PCPS



## 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.

### The 2015 – 2017 School Plan will focus on the three Strategic Directions:

**Strategic Direction 1:** Student learning is dynamic, personalized and connected in a purposeful way.

**Strategic Direction 2:** Teaching and learning reflects best practice and an engaged professional culture.

**Strategic Direction 3:** Developing strategic community learning partnerships

### 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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>