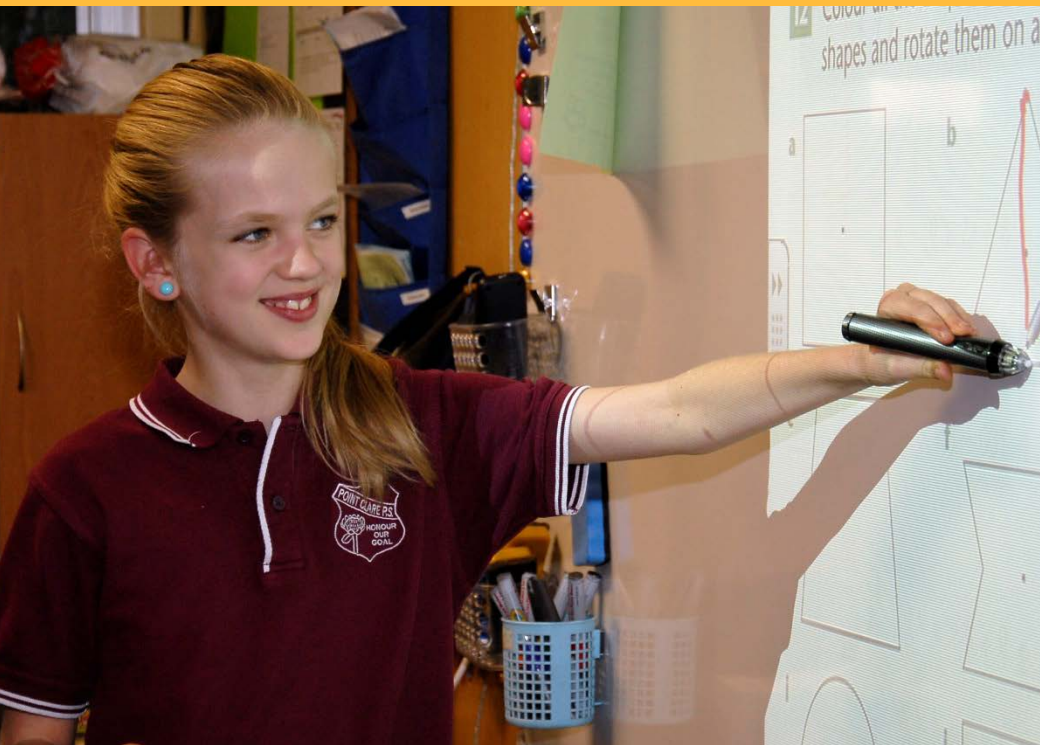


# Point Clare Public School Annual School Report 2013



## School context

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

In 2008, Education Ministers from around Australia met and developed a document called the Melbourne Declaration on Educational Goals for Young Australians. This document has two specific goals;

*Goal 1: Australian schooling promotes equity and excellence*

*Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens*

Here at Point Clare Public School we strive to provide a wide range of experiences which seek to meet the goals of the Melbourne Declaration. 2013 was certainly a memorable year for so many good reasons.

Notable achievements include winning the large school category in the Gosford City Environment Awards, winning the Zone Cross Country, hosting our 1988 Time Capsule opening celebration and conducting a very successful whole school musical.

Our Year 3 and 5 students gained very good results in NAPLAN testing with at State or above average growth from Year 3 to 5 in most areas.

The school was the beneficiary of two new modular classrooms at the end of the year which has provided excellent learning spaces for students in Stage 2.

Staff members were involved in a range of professional development activities, especially the implementation of the new English Syllabus.

Our P&C ran a variety of activities to support the school and raised a considerable sum of money for the school which was greatly appreciated and allowed us to purchase important reading resources, improve our playground and increase our technology.

Other achievements include:

- Conducting our Leadership program which included team building, leadership conference and a visit to NSW Parliament House hosted by our local MP, Mr Chris Holstein;
- Peer Support program;
- Extensive support for student's learning needs, including developing a strategic partnership with the Central Coast Dyslexia Association;
- Tribute to Mothers concert;
- Easter Hat Parade;
- Point Clare Has Talent Show;
- Student visits to local nursing homes;
- Participation in the Central Coast Dance Festival and Choral Festival;
- Successful whole school Concert "A Musical Medley" based on several favourite musicals;
- Development of an Edible Food Forest in partnership with Equilibrium;
- Participation in the Premiers Sporting Challenge;
- Extensive grounds upgrade including a new "outdoor" learning space;
- Technology upgrades and enhancements including wi-fi network and computer lab upgrade;
- Participation in debating, public speaking, chess and the Premiers Spelling Challenge;
- Pleasing results in the UNSW English and Maths testing;
- The second year of the You Can Do IT! – Program Achieve student welfare program;
- Revamp and strengthening of the school Learning Support team;
- Gosford West Probus Citizenship Awards;
- Special days including – Harmony Day and Talk Like a Pirate Day;
- Participation in numerous PSSA Knockout competitions and Gala Days;
- Successful Dad's Day Breakfast with a very large attendance;

- Staging our very popular Carols by Candlelight.

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

Our School Council comprises nine parent, community and staff representatives including our Principal. School Council sets policy and future direction, prioritising the needs of the school. Key activities of the School Council during 2013 were:

- Monitoring key issues affecting the school including number of enrolments, staffing changes, departmental restructure and funding changes, school plan, budget and expenditure, Out Of Hours School Care (OOSC) and introduction of ethics classes.
- Lobbying local state and federal members of parliament for the replacement of demountables with permanent buildings, resulting thus far in approval for a semi-permanent double classroom to be ready for the 2014 school year.
- Lobbying of local state member of parliament for additional improvements at the school including increased hours of work for cleaners and a secure fence.
- Reviewing agreements for the use of the hall and other school facilities.

- Resolved issues raised by members of the school and local community.
- Explored options to increase musical opportunities for students resulting in the purchase of 25 ukuleles and tuition for selected classes.
- Planned new initiatives to recognise and develop leaders and heroes thanks to a generous donation from long standing community representative Dianne Chiofalo.

The Sustainability Committee, formed in 2012, became a sub-committee of the School Council during 2013. The Committee worked diligently to complete the comprehensive School Environmental Management Plan (SEMP) and plan for the school grounds as well as introducing a playground waste management system, edible food forest and other sustainable initiatives.

The Road Safety and Traffic Management Sub-Committee, also formed in 2012, continued to seek improvements. Key activities in 2013 included:

- Lobbying of state and local government for a school zone on Brisbane Water Drive and capital improvements to surrounding streets. As a result, Nangara Lane was upgraded to a 2m wide concrete footpath and the bridge refurbished, improving safety of access to Scott Street.
- Arranged replacement of signage in Takari Ave & Scott St with standard times.
- Provision of road safety education via newsletter inserts focussing on safe and legal parking and maneuvering in Term 1 and alternative forms of transport in Term 2.
- Launched the Safety on Wheels Program in Term 2 with a visit by Council's Cycleways & Pedestrian Safety Officer, distribution of wheeled device safety information and issuing of licenses through coordinator Eric Thorsby.
- Staged a Walk Safely to School event in Term 2 including a group walk from Fagan Park and healthy breakfast on arrival at school.



- Participated in Council's Parking Restriction Program in Term 4 including banners on boundary fences, newsletter inserts and blitz on illegal parking.
- Reviewed bus services in conjunction with Busways and Transport for NSW including survey of families and request for additional morning bus stops.
- Liaised with Council to progress investigation of a crossing in Takari Avenue.

I would like to thank outgoing staff representative, Diane Morrow, for her many years of service on School Council.

**Amanda Cashion**

**Chair, School Council**

### **Student representative's message**

2013 was a very busy year for our school leaders. Their first big event was the Leaders Morning Tea attended by their parents and special guests Lawrie McKinna, Mayor of Gosford, Chris Holstein, State Member for Gosford and Debra O'Neill, Federal member for Robertson.

Students then attended the GRIP Student Leadership Conference in Newcastle which was thoroughly enjoyed.

Our Term 3 activity was to attend NSW Parliament House as guests of the Member for Gosford and we really enjoyed the lunch in the main Dining Room, a tour of the Parliament and attending Question Time.

In Term 4 we attended a team building day at Outdoor Education in Morriston where we scaled the high ropes course, rode the Giant Swing and engaged in team building activities.

We really enjoyed our time as school leaders and are honoured to represent our school, run assemblies and do other important jobs.

We learnt a lot about being good leaders and wish Point Clare well as we move to High School. Best wishes to all of our fellow Year 6 students in High School.

**Holly Irwin(C) , Matthew Mott (C), Marley Irvine(VC), Luke Mirfield (VC), Jasmine McTeare, Jack Boyd, Tegan Day, Harrison Clynes**

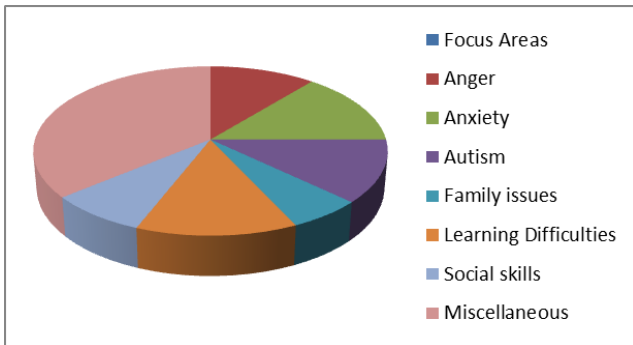


### **School Counselor Report**

This is a reflection on the counsellor involvement in Point Clare Public School for the year 2013 up to the end of October. Among the 280 counsellor interventions the highest percentages related to Anxiety, Learning Difficulties, Autism and Anger. Other issues with smaller numbers included Social skills, Family issues, Depression, Sadness, Grief, Bullying, Teasing, Gifted and Talented and Confidence Building.

A parenting course was offered during Term 2 and was well received by those who attended. Through Terms 3 and 4 some classes were selected to be offered some experience of relaxation and mindfulness skills. Recent research on these skills has pointed to many benefits for students including greater attention and concentration, along with reduction in stress, anxiety, depression. The students were surveyed before their experience began and a follow-up survey was completed to compare their school experience, having learnt some of these skills. The teachers have voiced their approval of the undertaking and reported positive changes in the behaviour of students.

ISSUE	PERCENTAGE
Anger	11%
Anxiety	14%
Autism	12%
Family issues	6%
Learning Difficulties	13%
Social skills	8%
Miscellaneous	36%



**Gregory J. Holland MAPS, School Counsellor**

## Stage Reports

### Early Stage 1 Report

In 2013 Early Stage 1 (Kindergarten) was a large grade. We had 4 kindergarten classes and a K/1 class. The children were very happy, busy and motivated students who demonstrated a real readiness to learn and try out all the new experiences school had to offer. The children were challenged throughout the year. The children worked hard and made an excellent start to their academic life.

The school year started with the Best Start assessment. This time gave the class teachers the opportunity to meet with each child to gain a clearer understanding of their literacy and numeracy development upon entering school. The Best Start data is then utilised by the teachers to provide a relevant, supportive and challenging program for each child.

Throughout the year 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 in Kindergarten were catered for to ensure all the children experienced success in their learning.

The children in Kindergarten quickly become very busy members of our school and the wider community. We had many opportunities to share our school experiences with family and friends; the children invited female family and friends up for a special morning tea, we had a very special Grandparents performance and then we had our dads up for breakfast.

Kindergarten visited the elderly residents of Orana twice in the year, singing Easter songs and parading beautiful hats and then at Christmas when we also visit Little Miracles Pre-school to catch up with their teachers.

The children also took part in a wonderful whole school performance. They learnt to sing and dance two songs from The Jungle Book. They were confident and excited when it came to performing for their family and friends. Many of the children overcame nerves and fears to benefit from a wonderful experience.

The school year was a very busy year with many experiences offered to the children to ensure their first year at school was exciting and enriching.

The children all matured into outstanding members of the school community who participated in a very exciting year with enthusiasm and joy.

***Allyson Carey, Early Stage 1 Leader***



## Stage 1 Report

The Stage 1 Team have enjoyed a successful and productive year. Teachers have focused teaching and learning programs to reflect the school plan and have directly targeted specific learning to improve school needs as indicated by NAPLAN results. Teachers use higher order thinking skills, problem solving and multiple intelligence strategies to promote learning in the curriculum areas. The uses of new resources, particularly readers, have been educationally beneficial and very engaging. The utilisations of “hands on working mathematically” equipment have been a bonus. Year 1 and 2 also had a fantastic time on their Transport excursion visiting Newcastle airport. Students travelled by bus and ferry. One of the many tasks was to find as many modes of transport as they could - approximately 55!

Our Stage 1 Year 2 students have continued to be actively involved in Environmental Education. The study of wet and dry environments, visiting Katandra Educational Centre consolidated student learning. At the end of the 2012, Year 1 students also became actively involved in the Environment club. We saw this as a wonderful opportunity for our younger students.

Reconciliation Week saw exciting performances from indigenous artists and an entertaining bush tucker demonstration. Junior Dance groups and Junior Choir had plenty of performance experience entertaining at Education Week, Harmony Day, Pt Clare’s Got Talent and Carols by Candlelight. A highlight of the year was our Stage 1 Celebration of Mothers Concert, followed by a picnic lunch. With a very packed Hall it proved highly successful and will be continued again in 2014.

Stage 1 teachers are already planning to improve and enhance student learning and experience for a rewarding 2014 with focus on developing awareness of and confidence with the new National Curriculum.

**Linda Atkinson, Stage 1 Leader**



## Stage 2 Report

Stage 2 has been involved in a variety of learning experiences catering for the many needs of the students.

Term 1 began with identifying as a stage, setting work and behavioural standards by participating in stage assemblies, sharing ideas and presenting class work. This was coupled with our explicit teaching program ‘You Can Do it’ program that addresses the social, emotional and academics needs of our students. Its aim of recognising the achievement of the five keys of success as our reward system has developed self-confidence and interpersonal skills in all our students. The emphasis on the rights of others, striving for personal achievement and accountability for our actions are evident in attitude and behaviour displayed, especially at sporting events and excursions.

Our integrated stage 2 units provided learning experiences for all children, implementing curriculum requirements in a flexible and manageable way. The children were able to explore ideas, issues and attitudes through HSIE topics encompassing all KLA’s and perspectives. These units provided a springboard for co-operative learning, independent contract work, boys and girls strategies while taking into account learning rates, preferred learning styles and the interests of the students.

Our integrated teaching and learning units were the basis of our visiting school shows and our excursions

Our first experience was The Aboriginal Cultural Morning where our visitors, Terry Jordan and

Jake Cassar, enlightened us on aspects of Aboriginal culture through storytelling, music and drama providing a positive and enjoyable learning experience.

The Planetarium visit enabled students, while inside a darkened dome representing the universe, to have a greater understanding of the awe and complexities of space.

Our new Sydney excursion for Year 3 and 4 proved a huge success with all the students. Year 3 visited the Rocks Discovery Museum, Hyde Park Barracks and had a Sydney Harbour Cruise, while Year 4's two day excursion included a visit to Hyde Park Barracks, Australian Museum and an early evening Sydney Harbour Cruise. After an overnight at Olympic Park the students travelled to Parramatta to see Elizabeth Farm and enjoyed hands on experience at the Experimental Cottage.

Again there have been many opportunities for students in our stage to be involved in the many extracurricular activities occurring in our school. The participation in the Central Coast Public Speaking Competition enabled our Stage competition winners to exhibit their skills to a wider audience. The participation in the Junior NSW Chess League competition was a direct result of the commitment in the school competition.

Some classes were able to be involved in Robotics developing the design, construction and their problem solving skills.

The recorder group, who after much lunch time practices, performed at special functions within the school.

Environment club, Parliament representative and sporting teams were again available for interested students.

Many children entered and were recognized for their participation in Premier's reading challenge.

Of course our greatest excitement this year was our school concert. An enormous ask for children to be continually practicing, however our students demonstrated resilience and persistence that culminated in the wonderful performance that they gave.

To develop responsible, considerate and independent learners has been at the centre of all learning activities in stage 2 and the success of

this has been seen in the students' participation, enthusiasm and high standards achieved throughout this year.

### **Barbara Ruhan, Stage 2 Leader**



### **Stage 3 Report**

In stage 3 2013, children participated in many activities across all aspects of the curriculum which offered a differentiated program, catering for individual differences and enabled children to showcase their talents.

A major focus of stage 3 is the development of leadership skills. Our new leaders and Sports Captains attended leadership training and conferences in Newcastle, as well as team building days at Somersby. As a result, leaders have confidently led many special assemblies as well as weekly morning assemblies, met and introduced distinguished guests and parents, being great ambassadors for our school.

Year 6 students undertake leadership training in Term 2, in order to lead groups of students from Kinder – Year 5 in Peer Support lessons, this year's focus being on Maintaining Friendships and learning strategies to Deal with Bullying situations.

With the increase in the use of social media, we recognised the need to implement a program on Cyber Bullying across stage 3. Over a few visits our local Police Liason Officer provided an introduction to understanding what Cyber Bullying is and the impact it can have on people.



This was followed up with a series of lessons where students were able to reflect on their own behaviours online and learn strategies to avoid getting into or contributing to negative situations.

Gifted and Talented programs continue to be a major focus in stage 3, with many children participating in a variety of opportunities in which to develop their skills and talents. Children were invited to a “Video” camp where they learnt to use animation in film making. One class was again involved in writing articles for the Newcastle Herald – a great opportunity and achievement for all children involved. Many competitions were offered in Mathematics, English and Writing as well as GAT camps for Drama, Music and Creative Arts.

A highlight of the year was our whole school performance of “A Musical Medley”. All children were involved in the production, whether it be singing, dancing or behind the scenes, making props or being stage hands. Many children in stage 3 showcased their musical talents in solo singing and dancing parts as well as in dramatic roles as MC’s to bring cohesion to the whole performance.

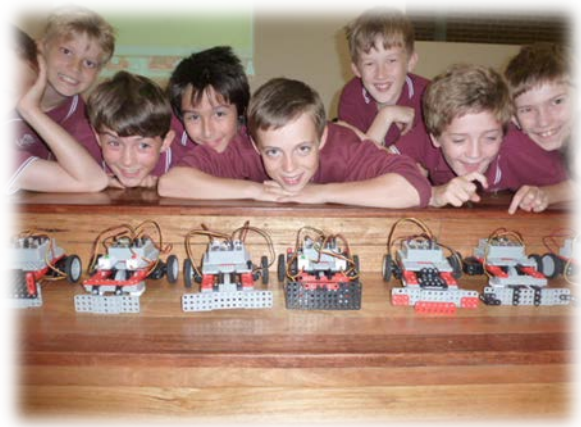
Year 6 children were very excited to attend a Science competition day arranged by Newcastle University. All children worked collaboratively in groups using their problem solving skills to solve basic physics problems and attain the most points possible. This day was a valuable learning experience which demonstrated that learning can be both rewarding and fun!

Childfund Connect continued to be a project undertaken by two classes this year as part of our study on Global Connections. This continues to be a rewarding experience for our children as they learn about the lives of their peers in other countries, sharing our cultures through film and other forms of media.

There have been many opportunities for all students in stage 3 to become involved in programs that have allowed them to excel and

develop as responsible and active members of a diverse community. A wonderful year!

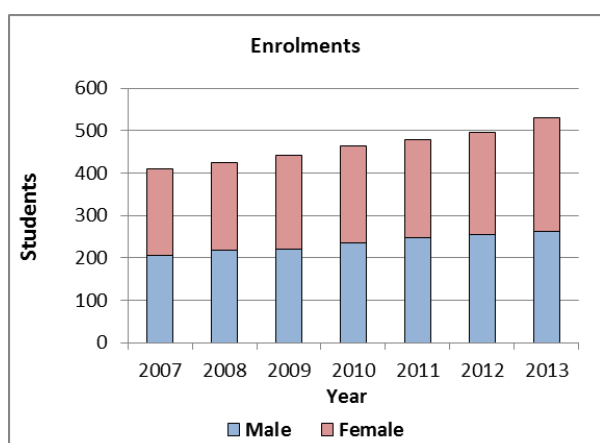
***Jenny Ricketts (Stage 3 -Years 5 & 6)***



## Student information

Our enrolment at the end of 2013 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	2008	2009	2010	2011	2012	2013
School	K		95.0	95.0	96.1	95.1	96.2
	1		94.9	94.8	96.0	96.0	94.0
	2		94.3	95.2	95.6	92.3	95.2
	3		94.3	94.7	94.8	95.2	95.9
	4		93.7	95.1	94.8	94.1	94.7
	5		94.5	94.9	95.4	95.2	95.1
	6		94.6	95.0	95.6	95.1	94.7
	Total		95.3	94.5	95.0	95.5	94.8

### Management of non-attendance

Regular monitoring of student attendance occurs at our school. Poor and consistent non-attendance is followed up by class teachers and school staff. If satisfactory attendance is not achieved, the DEC Home School Liaison Officer becomes involved in individual cases.

### Workforce composition

(0.2 represents one day)

Position	Number
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17
Teacher of Reading Recovery	0.815
Release from Face to Face	0.84
Learning and Support Teacher(s)	0.9

Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	3.962

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

**There are currently no indigenous members of staff at Point Clare Public School.**

### 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



## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	162685.63
Global funds	273300.84
Tied funds	164411.00
School & community sources	183319.39
Interest	5946.54
Trust receipts	15560.15
Canteen	0.00
<b>Total income</b>	<b>805223.55</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	82798.79
Excursions	76617.13
Extracurricular dissections	49352.32
Library	3473.24
Training & development	4888.41
Tied funds	127056.52
Casual relief teachers	69441.71
Administration & office	88224.20
School-operated canteen	0.00
Utilities	56872.29
Maintenance	30064.21
Trust accounts	18307.28
Capital programs	33570.01
<b>Total expenditure</b>	<b>640666.11</b>
<b>Balance carried forward</b>	<b>164557.44</b>

A full copy of the school's 2013 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 2013

Point Clare students continue to achieve at the highest level in academic, sporting and cultural endeavour. The school enjoys a pleasing reputation for fair play and participation in school and community events.

### 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.

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

##### Year 3 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2013</b>	433.6	418.4	418.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	6	8	21	11	20
Percentage in Bands	0.0	9.1	12.1	31.8	16.7	30.3
School Average 2009-2013	3.9	9.6	14.9	24.5	19.4	27.8
SSG % in Bands 2013	3.3	9.4	17.3	26.7	18.6	24.7
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0

### Year 3 NAPLAN Writing

	School	SSG	State DEC			
<b>Average score, 2013</b>	416.9	419.5	416.0			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	1	13	20	26	5
Percentage in Bands	0.0	1.5	20.0	30.8	40.0	7.7
School Average 2011-2013	2.4	3.4	13.2	26.8	42.4	11.7
SSG % in Bands 2013	2.1	4.0	15.4	27.3	37.4	13.8
State DEC % in Bands 2013	2.6	6.7	16.9	23.6	34.9	15.3

### Year 3 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2013</b>	423.0	428.5	418.1			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	0	5	11	18	19	13
Percentage in Bands	0.0	7.6	16.7	27.3	28.8	19.7
School Average 2009-2013	2.7	7.5	17.9	26.6	29.0	16.4
SSG % in Bands 2013	4.3	4.2	16.8	21.2	26.9	26.6
State DEC % in Bands 2013	5.4	6.4	18.4	22.7	23.3	23.9

### Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
<b>Average score, 2013</b>	451.7	435.4	430.3			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	4	4	11	20	25
Percentage in Bands	3.0	6.1	6.1	16.7	30.3	37.9
School Average 2009-2013	4.2	7.8	8.7	22.4	29.9	27.2
SSG % in Bands 2013	2.2	8.2	13.5	21.8	25.1	29.2
State DEC % in Bands 2013	3.9	8.6	15.3	20.8	22.8	28.5

## NAPLAN Year 3 - Numeracy

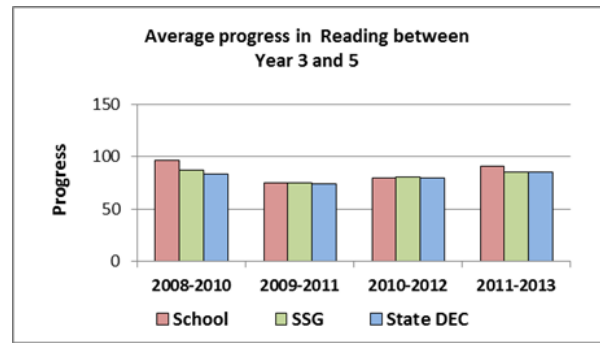
### Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2013</b>	394.6	404.1	399.7			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	3	4	13	21	22	3
Percentage in Bands	4.5	6.1	19.7	31.8	33.3	4.5
School Average 2009-2013	3.9	7.0	22.4	26.0	26.9	13.9
SSG % in Bands 2013	2.4	7.6	22.9	29.0	25.2	12.9
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3

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

### Year 5 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2013</b>	505.4	502.6	500.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	5	17	23	15	8
Percentage in Bands	1.4	7.2	24.6	33.3	21.7	11.6
School Average 2009-2013	4.1	7.9	25.1	25.4	24.1	13.3
SSG % in Bands 2013	0.9	9.4	24.4	31.9	22.0	11.4
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8



### Year 5 NAPLAN Writing

	School	SSG	State DEC			
<b>Average score, 2013</b>	464.5	486.6	476.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	7	7	21	26	7	1
Percentage in Bands	10.1	10.1	30.4	37.7	10.1	1.4
School Average 2011-2013	6.7	7.2	37.1	34.5	11.3	3.1
SSG % in Bands 2013	4.7	8.8	33.7	29.6	15.7	7.4
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

### Year 5 NAPLAN Spelling

	School	SSG	State DEC			
<b>Average score, 2013</b>	508.5	508.9	499.7			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	2	3	20	19	16	9
Percentage in Bands	2.9	4.3	29.0	27.5	23.2	13.0
School Average 2009-2013	3.8	8.8	21.8	27.4	24.9	13.3
SSG % in Bands 2013	4.9	7.8	19.1	28.3	24.8	15.1
State DEC % in Bands 2013	6.9	9.2	21.7	26.2	23.1	12.9

### Year 5 NAPLAN Grammar and Punctuation

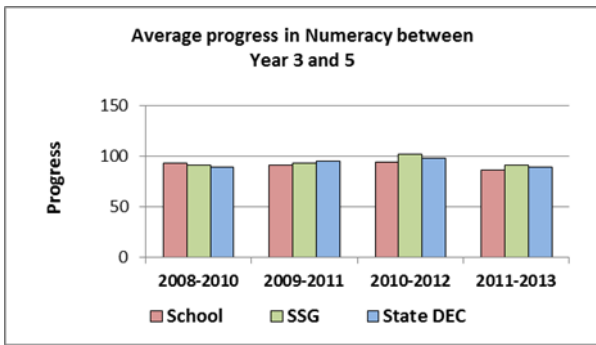
	School	SSG	State DEC			
<b>Average score, 2013</b>	517.9	505.7	501.3			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	5	11	26	11	15
Percentage in Bands	1.4	7.2	15.9	37.7	15.9	21.7
School Average 2009-2013	3.8	9.5	18.0	27.1	22.7	18.9
SSG % in Bands 2013	3.9	9.2	21.7	23.8	26.1	15.3
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4

## NAPLAN Year 5 - Numeracy

### Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2013</b>	495.2	495.0	490.1			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	11	17	23	6	9
Percentage in Bands	1.5	16.4	25.4	34.3	9.0	13.4
School Average 2009-2013	2.9	9.9	24.3	33.2	18.5	11.2
SSG % in Bands 2013	5.0	15.2	24.3	28.6	13.3	13.5
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2





## Other achievements

### Significant programs and initiatives Environment

Point Clare Public School enjoyed a positive and exciting year in environmental studies and programs building further on our strong history in this area.

The crowning achievement for the year was winning the Gosford City Council Environment Award in the large school category.

This was excellent recognition for the hard work of students, staff and parents throughout the year.

Across the school our recycling program was extended significantly – special thanks to Mr Rayner and Ms Hasler. The key feature was the introduction of the “Bin Brigade” – a group of students in Year 5 who were specially trained to monitor waste in the playground.

A major new area was established behind B Block – Our Edible Forest. The garden was jointly funded by the school and the NSW Department of Environment through a \$2000 grant. The work was completed by young people working in a skills training program. The garden will be a great asset to students into the future.

A new NAIDOC/Reconciliation Sensory Garden was established on the bank next to the Hall to



replace the garden in the top oval which was vacated to make way for our new classrooms. The Rainbow Serpent consisting of tiles painted by every student in the school was moved to the new position and a beautiful mural was placed on the Hall wall facing the garden.

Point Clare’s Gardening (Eco) Club continued every Friday morning with students and community volunteers planting and harvesting a variety of fruits and vegetables as well as generally maintaining the rest of the school’s gardens.

A Big thanks goes to our Sustainability Committee who spend hours and hours implementing the three year priority plan for future work around the school.

Ms Hasler and Mrs Burrows worked with community members to implement our School Environmental Management Plan (SEMP) which included curriculum, physical and human resource requirements to meet our targets for the next three years.



### Technology

The school Technology Committee led by Mr McNeill developed and implemented effective strategies throughout 2013 maintaining, extending and planning for future technology needs.

A number of major projects were implemented during the year. These included a refit and upgrade of the school computer lab, installation of an across school Wi-Fi system and the purchase of notebooks for staff.

The school continues to trial the use of i-pads for learning and this program will be extended in 2014 with the purchase of several new units and apps.

Mr McNeill once again organised discos each Term to raise additional funds for technology projects. These proved very popular and have enabled purchasing of equipment to be brought forward. Thank you to the many staff members who also volunteer their time.

Technology continues to be a major emphasis for the school and staff are working hard to extend their skills in this area. Several professional learning experiences were conducted for staff across a range of areas.

We will be developing our new three year plan for technology in 2014, including a close look at a Bring Your Own Device (BYOD) program.

## **Arts**

Point Clare Public School has a proud history in the Performing and Visual Arts areas.

Point Clare students have been involved in numerous creative and performing arts activities during 2013. These activities aim to provide our students with opportunities to showcase and develop their skills and talents in a wide variety of areas.

Our senior choir performed in the central Coast Choral Festival at Mingara and both the Senior and Junior Choirs performed at numerous school events throughout the year.

The Senior and Junior Dance groups performed at the Central Coast Dance Festival.

Our new Drum Group gave some magnificent performances at school and community events, whilst our Recorder Group entertained the crowd on many occasions.

Point Clare took part in the combined performing arts night with Gosford Primary, Gosford High School and Henry Kendall High School.

The highlight of our Performing Arts program was the K-6 Concert based on Broadway Hits called "A Medley of Musicals". Groups performed items

from the Lion King, Oliver and Mary Poppins. Costumes and props looked fantastic and we sold out two night performances and two day performances. This performance involved almost every student, so we had 530 students perform over the two days.

We also had some individual students who excelled in Visual Arts with entries in local art competitions and the Operation Art Competition having their efforts displayed.

## **Sport**

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 is required to provide 2 hours of structured physical activity each week.

This year all infants children were actively engaged in a fundamental movement skills program based around developing hitting, catching and throwing skills. K-2 students also enjoyed the opportunity of learning valuable gymnastics skills. Year 2/3 students participated in the annual Swim Scheme. K-2 also held the annual Spring Carnival where fitness, fun and "having a go" was the name of the day.

The school competed in several state-wide PSSA knockout competitions including cricket, football, netball, rugby league and touch football. Opportunities to work as teams and play competitively against other schools were appreciated by all participants.

The school swimming carnival, ball games and cross country carnival were won by Wambina. The athletics carnival was won by Girrakool. All carnivals were a great success with many children gaining representation at zone and regional levels.

One outstanding effort that deserves mentions was our first ever snow sports representative, Sophie Hoyle, who competed in snowboarding events at Regional and State level. Sophie gained outstanding results in her first season including a Regional medal.

2013 saw the restructuring of the PSSA zones on the Central Coast. Point Clare P.S. was placed in

the Brisbane Water Zone for zone carnivals and for selections in zone sporting teams.

Point Clare finished second at the Zone Swimming Carnival and first at the Zone Cross Country Carnival. Rebecca Casey finished second in the Discus at the Sydney North Athletics Carnival and went on to compete at the State Athletic Carnival where she finished sixth. The K-2 Spring Carnival was held in Term 3 at Fagan Park. The children had the opportunity to run in their age races and compete in a variety of novelty events.

The Premiers Sporting Medal was awarded to Sophie Boyd.

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.

The Peninsula Ball Games Carnival was also a great success for our school as we finished first.

### **Steve Rayner**

Sports Convenor

## **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**

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: progress in 2013

### 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 progress towards outcomes in 2013:

- Average student progress in NAPLAN between Year 3 and 5 was;
  - Reading – 90.9 compared to Same School Group 84.8 and State DEC 85.7
  - Spelling – 95.5 compared to Same School Group 86.2 and State DEC 84.9
  - Grammar and Punctuation – 85.7 compared to Same School Group 78.3 and State DEC 79.4
- Number of students achieving at or above minimum standard in Year 3;

- Reading 100%
- Writing 100%
- Spelling 100%
- Grammar & Punctuation 100%

- Number of students achieving at or above minimum standard in Year 5;
  - Reading 98.6%
  - Writing 89.9%
  - Spelling 97.1%
  - Grammar & Punctuation 98.6%
- Teacher professional learning for all staff K-6 regarding all aspects of the new English syllabus.
- Stage groups distinguished the links between the current English syllabus and the new Australian English curriculum.
- Use of SMART data to effectively analyse student performance in literacy.
- Introduction the K-10 literacy continuum to assess and monitor their students.
- Implementation of a range of Personal Learning Programs for students with identified needs.

### Strategies to achieve these outcomes in 2014

- Continued development of unit work in English ensuring all aspects of the Quality Teaching Framework are evident.
- Stages to develop units of work which reflect the new National Curriculum.
- Staff to become conversant in using the Literacy Continuum including the use of PLAN Software Year 1 – 6.
- NAPLAN data analysis is reflected in teaching and learning programs.
- Identified students are receiving the appropriate Individual learning Programs.
- Increased use of technology and APPS to support student learning including; Easy Read, iPads, Click View etc.



## 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 2013:**

- Number of students achieving at or above minimum standard in Year 3 was 95.5%;
- Number of students achieving at or above minimum standard in Year 5 was 98.5%;
- The average score in Year 5 NAPLAN Numeracy was 495.2 compared to same school group 495, and State DEC 490.1 ;

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

- Staff will continue to work towards the implementation of the Mathematics syllabus with a comparison of similarities and differences. Understanding of new content to be taught.
- Development of Mathematics Scope and Sequence to align with the numeracy continuum, but to contain explicit content samples along the continuum for more effective monitoring of student progress.
- Analyse NAPLAN data with a focus on 'sleeper' students in each class who require extra, intensive numeracy focus to increase proportion of students achieving higher bands.

## 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. (Program Achieve)
5. All students are provided with an enriched, diverse range of extra curricula learning opportunities.

#### **Evidence of progress towards outcomes in 2013:**

- School attendance rates improved from 94.2% in 2013 to 94.7% in 2014 (Best attendance rate in the last 5 years)
- You Can Do IT! (Program Achieve) welfare program implemented K-6 with reward system introduced
- Multiple well-being programs implemented including; Rock & Water, Seasons for Growth and Learning How to Play Group
- Parent PPP program implemented
- School Chaplain program successfully implemented
- Students participated in multiple sporting, visual and performing arts and leadership activities
- Students represented at zone and regional level in swimming, cross country and athletics
- School reporting was modified to better reflect student performance using Sentral Reports
- School environmental programs recognized through being named Gosford City Environment School of the Year in the Large school category
- Implemented a wide range of environmental programs including Bin

Brigade, Garden Program and Edible Food Forest.

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

- Staff continue to utilise up-to-date interactive technologies to create engaging, relevant learning experiences for all students.
- Identify at-risk students through data analysis, tracking student performance and developing PLPs enabling curriculum differentiation at all ability levels.
- Continued opportunities for students to participate in extra curricula activities in dance, sport, music, debating etc.
- Provide opportunities for parents through forum/focus groups to be involved in the planning, implementation and assessment of key priorities of the School Plan.
- Develop proactive, effective and comprehensive transition programs involving local pre-schools and local feeder high school (Henry Kendall HS)
- Purchase of additional iPads, apps and software resources to increase access for all students in the classroom.
- Provide additional technology support in-school.
- School Environmental Plan (SEMP) will continue to be implemented.

## **Professional learning**

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 five school development days in 2013 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.

The two staff development days at the end of the year were invaluable in planning for 2014 and ensuring the start of the year was smooth.

In 2013 a total of \$18 876 was spent on professional learning. The average expenditure per staff member was \$1547.

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



## Parent/caregiver, student, and teacher satisfaction

The school sought the opinions of parents and students about aspects of the school.

Their responses are presented below.

**A SchoolMap Survey was distributed to Parents, Students and Staff to assist in determining the school communities' thoughts on the following criteria related to School Culture;**

### Cultural Context

- The school understands and responds to the context of its community.
- School leaders influence school culture to enable the achievement of the school's purpose.
- The school's structures and strategies recognise and celebrate achievement.
- The school's main priority is meeting the needs of students.

### Developing Ownership

- All plans, policies, programs and practices are supported by the school community.
- The school's culture fosters a sense of belonging and collective responsibility.
- The school community recognises, values and supports the contribution of new members to the culture of the school.
- The school's culture supports a sense of ownership of the school.

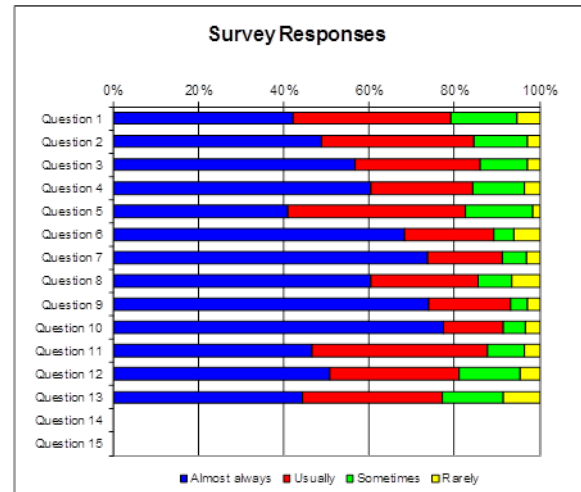
### Culture of Learning

- The culture of the school, promotes improved student learning outcomes.
- The school is a community of learners.
- The school recognises, values and supports the diversity of its learners.

### Culture of Improvement

- The school's culture supports continuous improvement.
- The school's culture enables the achievement of fundamental change.

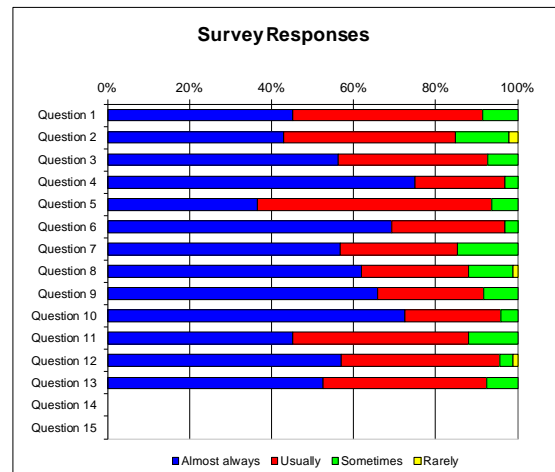
## Student Responses to Questions



Responses	Almost always	Usually	Sometimes	Rarely
Question 1	105	92	39	13
Question 2	124	91	32	7
Question 3	143	74	28	7
Question 4	152	60	30	9
Question 5	102	104	39	4
Question 6	173	53	12	15
Question 7	186	44	14	8
Question 8	150	62	20	16
Question 9	184	48	10	7
Question 10	192	35	13	8
Question 11	114	100	21	9
Question 12	124	74	35	11
Question 13	111	82	36	21
Question 14	0	0	0	0
Question 15	0	0	0	0

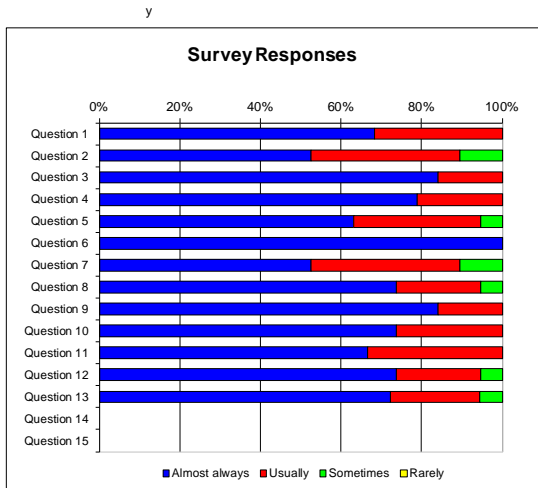
## Parent Responses to Questions

Date of survey: 1 Mar 14



Responses	Almost always	Usually	Sometimes	Rarely
Question 1	42	43	8	0
Question 2	40	39	12	2
Question 3	54	35	7	0
Question 4	72	21	3	0
Question 5	35	55	6	0
Question 6	68	27	3	0
Question 7	54	27	14	0
Question 8	57	24	10	1
Question 9	64	25	8	0
Question 10	71	23	4	0
Question 11	42	40	11	0
Question 12	53	36	3	1
Question 13	49	37	7	0
Question 14	0	0	0	0
Question 15	0	0	0	0

## Staff Responses to Questions



Responses	Almost always	Usually	Sometimes	Rarely
Question 1	13	6	0	0
Question 2	10	7	2	0
Question 3	16	3	0	0
Question 4	15	4	0	0
Question 5	12	6	1	0
Question 6	19	0	0	0
Question 7	10	7	2	0
Question 8	14	4	1	0
Question 9	16	3	0	0
Question 10	14	5	0	0
Question 11	12	6	0	0
Question 12	14	4	1	0
Question 13	13	4	1	0
Question 14	0	0	0	0
Question 15	0	0	0	0

## Key Findings

- Students, Parents and staff responded positively to all areas (80% of responses were Almost Always or Usually)
- More than 90% of Parents responded they are proud of their child's school
- More than 90% of students felt they were encouraged to do their best
- 100% of staff are proud of their school.

## LEARNING

A SchoolMap Survey was distributed to Parents, Students and Staff to assist in determining the school community's thoughts on the following criteria related to Learning;

### Learning Environment

- Learning opportunities are provided within a stimulating and secure environment.
- Relationships between home, school and the community enhance learning and teaching and are actively supported and developed by the teacher and relevant school support structures.

- The learning needs of all students are addressed through the use of a wide range of appropriate resources.
- Expectations of individuals are understood and promote excellence.

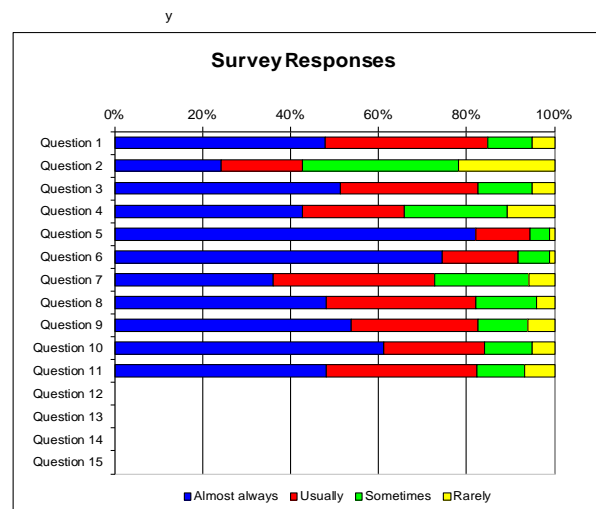
### Student Learning

- Students take responsibility for their learning.
- Students work independently and collaboratively in a range of learning activities.
- Students take risks as part of their learning.
- Students reflect on their learning and engage in self-assessment.

### Teacher Learning

- Teaching practice is supported by critical reflection and an understanding of effective practice and current research.
- The teacher is committed to ongoing professional training and development.
- The teacher collaborates with colleagues and shares ideas and experience to improve teaching practice.

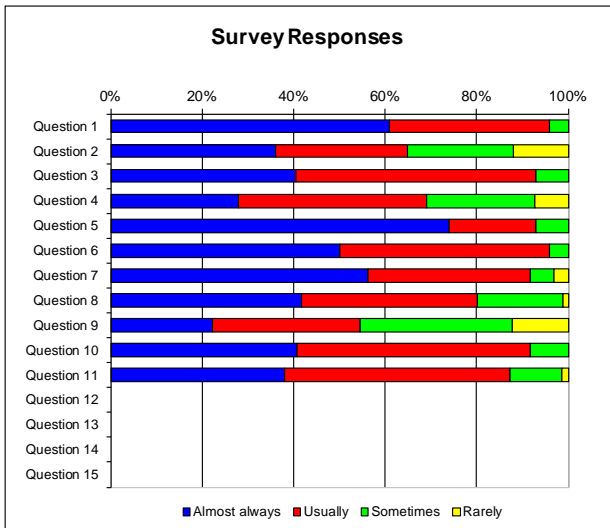
## Student Responses to Questions



Responses	Almost always	Usually	Sometimes	Rarely
Question 1	95	73	20	10
Question 2	48	36	70	43
Question 3	101	62	24	10
Question 4	84	46	46	21
Question 5	162	24	9	2
Question 6	146	34	14	2
Question 7	70	71	42	11
Question 8	95	67	27	8
Question 9	105	56	22	12
Question 10	120	45	21	10
Question 11	93	66	21	13
Question 12	0	0	0	0
Question 13	0	0	0	0
Question 14	0	0	0	0
Question 15	0	0	0	0



## Parent Responses to Questions



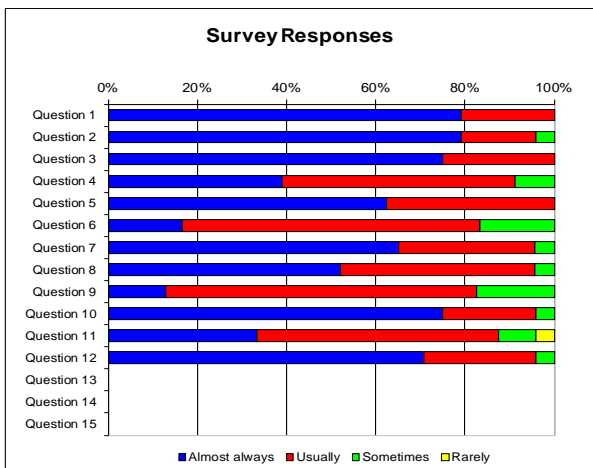
Responses	Almost always	Usually	Sometimes	Rarely
Question 1	61	35	4	0
Question 2	36	29	23	12
Question 3	40	52	7	0
Question 4	27	40	23	7
Question 5	74	19	7	0
Question 6	49	45	4	0
Question 7	54	34	5	3
Question 8	40	37	18	1
Question 9	22	32	33	12
Question 10	35	44	7	0
Question 11	30	39	9	1
Question 12	0	0	0	0
Question 13	0	0	0	0
Question 14	0	0	0	0
Question 15	0	0	0	0

## Key Findings

- More than 80% of parent and 98% of student responders thought that their/child's classroom was an interesting place to learn (Almost Always or Usually)
- Responses indicated that the majority of student, parents and staff felt that the school requires students to do their best.
- The school needs to work on communication with Parents about student progress as less than 50% of Parents thought that this was done consistently well.
- Greater emphasis needs to be placed on teaching students to compare work samples to identify how they are improving.

## Staff Responses to Questions

Date of survey: 1 Mar 14



Responses	Almost always	Usually	Sometimes	Rarely
Question 1	19	5	0	0
Question 2	19	4	1	0
Question 3	18	6	0	0
Question 4	9	12	2	0
Question 5	15	9	0	0
Question 6	4	16	4	0
Question 7	15	7	1	0
Question 8	12	10	1	0
Question 9	3	16	4	0
Question 10	18	5	1	0
Question 11	8	13	2	1
Question 12	17	6	1	0
Question 13	0	0	0	0
Question 14	0	0	0	0
Question 15	0	0	0	0

## 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.

**David Harris**, Principal

**Amanda Cashion**, School Council President

**Dianne Morrow**, School Administration Manager

**Barbara Ruhan**, Assistant Principal

**Allyson Carey**, Assistant Principal

**Linda Atkinson**, Assistant Principal

**Jennifer Ricketts**, Assistant Principal



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School Code: 4050

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

