



Education &  
Communities

Public Schools NSW

4050



# Point Clare Public School Annual School Report

# 2012





## Messages

### Principal's message

2012 has been an incredible year for Point Clare Public School with a large number of successful events and student achievement.

As a school community we participated in a multitude of special events from Harmony Day to Sports Days to the Christmas Carols night.

Sections of the school were transformed through new works including a successful working bee which included a new Reconciliation Bush Tucker and Sensory Garden, upgrades to our food gardens, improvements to other outdoor areas, and the painting of the COLA poles to reflect the You Can Do It! Five Keys to Success.

Through the year we welcomed Local, State and Federal members to our Student Leadership Program and welcomed local identities to our school like Paralympic Gold Medal winning sailor Leisl Tesch.

Our students performed at a number of events in dance, choir, debating, sports, and recorder at all levels. Students won art competitions, zone representation in sport and above all made us proud of our school.

We successfully introduced the You Can Do It! Program to our classrooms to give our students better Keys to Success and next year we will back this up with a new positive discipline system.

Throughout the year we participated in a number of events including NAIDOC and Reconciliation celebrations, Grandparents Day, Teddy Bears Picnic, Book Week, Education Week, School Fun Run, Discos, Excursions to Blue Mountains, Canberra, Sydney, Newcastle and Point Wolstoncroft, various environmental destinations and Surf Fun Days just to mention a few.

Our students, our staff and our parents have worked together to produce a successful year in so many ways and our future looks extremely bright with a raft of new projects coming to fruition including stage curtains for the hall, installation of a wireless technology system across the school and the revision and launch of our new School Environmental Management Plan.

We will also look to enhance new anti-bullying strategies with innovative programs, continue to make our school grounds more attractive, develop our leadership program and implement enhanced Gifted and Talented support.

I'd like to say a BIG thank you to everyone who has contributed to our school throughout 2012. Having a successful school is only possible with the contribution every single person makes.

An old saying goes "Let us remember that as many hands build a house, So many hearts make a school."

'I certify that 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

School Council comprises nine parent, community and staff representatives and our Principal. School Council sets policy and future direction, prioritising the needs of the school.

Key activities of the School Council during 2012 have been:

- New policies and procedures including school assistance, community use of hall and other school facilities
- Review of services including Out of School Hours Care and extra-curricular activities
- Representation on the 3-year plan committee, school communications team and recruitment panel
- Monitoring the potential impact of departmental changes to funding including Local Schools Local Decisions, Every School Every Student, LMBR Program and cuts to cleaning
- Review of out-of-zone applications in light of increasing school numbers
- Raising of issues such as nutrition, recycling and musical opportunities for referral to the relevant staff and P&C committees
- In Term 2, School Council formed a 'Traffic and Road Safety' sub-committee to review and seek improvements during

school drop-off and pick-up times. Key activities included:

- Prepared a position paper including background, issues and possible solutions.
- Consulted with Council's Road Safety and Capital Works officers, Busways, Roads & Maritime Services and Member for Gosford, Mr Chris Holstein.
- Organised maintenance of Nangara Lane by Council in July
- Developed school specific road safety brochure, policy, wheeled device guidelines and agreement
- Promoted road safety via newsletter inserts and fence banners.
- Applied for grant funding to improve wheeled device safety.
- Surveyed the school and local community to obtain data and seek feedback on possible initiatives. 159 responses were received representing around 45% of families. Two \$25 Repco vouchers donated by NRMA Gosford were awarded. The outcomes of the survey are presented in a separate report.

This has been my first year on School Council and I have enjoyed working together in a small group that always has the children's education and welfare in mind. I would like to thank the outgoing former Chair, Linda Willer, parent representative, Jo Sales and staff representative, Ingrid Hasler, for their years of service on School Council.

**Amanda Cashion**

**Chair, School Council**

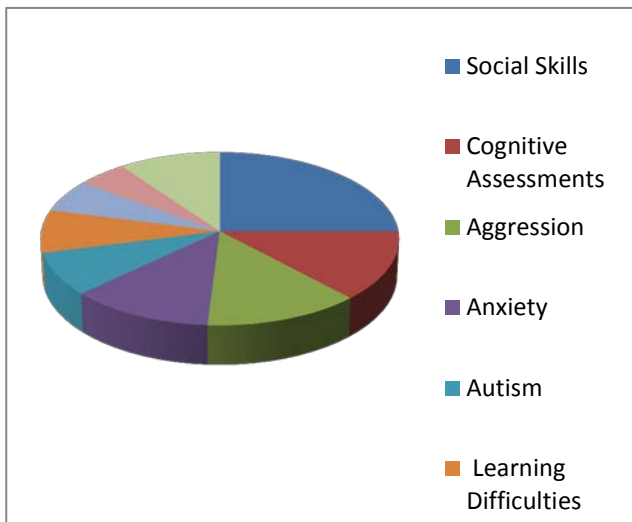
## School Counsellor Report

This is a reflection on the counsellor involvement in Point Clare Public School for the year 2012 up to the end of October. Among the 300 counsellor interventions the highest percentage related to Social Skills 25%. Other major areas included Cognitive Assessments 13%, Aggression 13%,

Anxiety 12%, Autism 8%, Learning Difficulties 8%, Anger Management 6%, and Early Intervention 5%. Other issues with smaller numbers included 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. Resources were subsequently made available in the school library to consolidate the materials presented to the parents who had attended this course and/or earlier courses at the school.

ISSUE	PERCENTAGE
Social Skills	25
Cognitive Assessments	13
Aggression	13
Anxiety	12
Autism	8
Learning Difficulties	8
Anger Management	6
Early Intervention	5
Other Issues	10



**Gregory J. Holland MAPS**

**School Counsellor,**

## Stage Reports Early Stage 1 Report

In 2012 Early Stage 1 (Kindergarten) consisted of 3 straight classes and a K/1 class. The children were happy and motivated students who demonstrated that they were ready to learn and

have fun. The children were challenged throughout the year and experienced a range of interesting activities. They all worked hard and showed that they were ready for the start of 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 children in kindergarten experienced success in their learning.

The children settled into school quickly and learnt how to be a part of the school community. They were able to invite members of their families to participate in activities and share in their wonderful achievements. We had mothers and female family members for a special muffin morning tea, a very special Grandparents performance and we had Dads at school for breakfast.

The children also visited the local community and sang at Easter and Christmas for the elderly residents of Orana. The children also had the opportunity to visit Little Miracles Preschool and perform at Christmas time for them, enjoying the opportunity to catch up with their teachers.

The children also enjoyed performing for the school community at the Christmas Carol night. The children were given many opportunities to perform

The environment group for Kindergarten and Year 1 was implemented in 2012 and this gave

the children in Kindergarten exposure to varying activities and experiences that deepened their knowledge and understanding of our environment and the importance of sustainability.

The children in Kindergarten have matured into outstanding school members who have learnt how to always do their best and a real love of learning.

**Allyson Carey**

**Early Stage One Coordinator**



## **Stage 1 Report**

Stage 1 Team has enjoyed a successful and productive year. Teachers have focused teaching and learning programs to reflect 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. Use of new resources, particularly readers, as well as practical “hands on working mathematically” equipment has 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 fantastic 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, Point Clare’s Got Talent and Carols by Candlelight.

A highlight of the year was our inaugural 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 2013.

Stage 1 teachers are already planning to improve and enhance student learning and experience for a rewarding 2013 with focus on developing awareness of and confidence with the new National Curriculum.

**Linda Atkinson**

**Stage One Coordinator**



## Stage 2 Report

2012 proved to be another big year for Stage 2, with the first semester having five classes and moving to six classes second semester.

Throughout both semesters the students were in a variety of learning experiences catering for the many needs of the students.

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, while taking into account learning rates, preferred learning styles and the interests of the students. Our planned excursions provided each student with hands on and a more integrated perspective complementing our class programs.

We continued to focus on writing using explicit criteria, self-evaluation through use of writing rubrics and the purchase of reading material used for modelling more complex texts. By carefully choosing boy friendly texts, these texts provided interesting content to motivate boys writing.

The introduction of The Seven Successful Steps to Writing across the stage proved to be worthwhile. This program provided the students with a framework enabling them to express their narratives and expositions in a creative structured piece of text.

Comprehension became a focus area again this year. Comprehension involves, responding to, interpreting, analyzing and evaluating texts. To complement our explicit comprehension skills program we have begun to implement 'Super Six' comprehension strategies to further develop their understanding of the meaning of what the students read.

In mathematics Stage 2 increased its emphasis on working mathematically. The skills taught in our Math's program are then applied to everyday mathematics situations and problems. A revisit to a process called Newman's Prompts gave students a structured framework for working mathematically.

Throughout 2012 Stage 2 students had opportunity to participate in gymnastics, Kidansys dance program, chess club, recorder group, drumming group, public speaking, choir, representative sport and our lunch time club activities.

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 Two Coordinator**



## Stage 3 Report

In 2012, Stage 3 children were offered a diverse range of programs and activities to develop and showcase their abilities and talents.

Leadership was a major focus in Stage 3 with all Year 6 children taking part in leadership training to prepare them for leading a Peer Support group



in Term2. The focus in 2012 was on Friendship and Caring for others. Our student and sports leaders attended leadership courses at Newcastle and Wyong and heard from many inspirational leaders in the community and media, enabling them to become more responsible and confident in their varied leadership roles at the school.

We have had a huge year in our involvement in Gifted and Talented programs with great success. A senior class participated in “Murder Under the Microscope” and solved the “crime”; children participated in Operation Art where various pieces of work were chosen to hang in an important Government office; a group of children constructed sculptures of whales for Central Coast Marine which were displayed for public viewing and voting. As a result our school won two whale watching cruises. A class became overnight journalists and provided a two page spread for the Newcastle Herald. Many other programs were offered which catered for a range of interests and talents.

A major project in 2012 was our involvement in Childfund Connect which aims to provide children from around the world with an opportunity to connect and learn from each other. Using a variety of multimedia tools, children learn about the lives of their peers in another country, which we linked to our HSIE unit on Global Connections. Two classes were involved in this project with children from Vietnam and Timor Leste. We had a wonderful and valuable experience preparing films about life in our country which we shared with these children and they in turn shared with us, the theme in 2012 was “Water”.

This was a fabulous opportunity for our children to gain a deeper understanding of the similarities and differences between our lives and theirs, as well as a learning experience in using a variety of media and developing team work and collaboration skills.

We had a wonderful and rewarding year in 2012 and look forward to further challenges in 2013.

**Jenny Ricketts**

**Stage Three Coordinator**

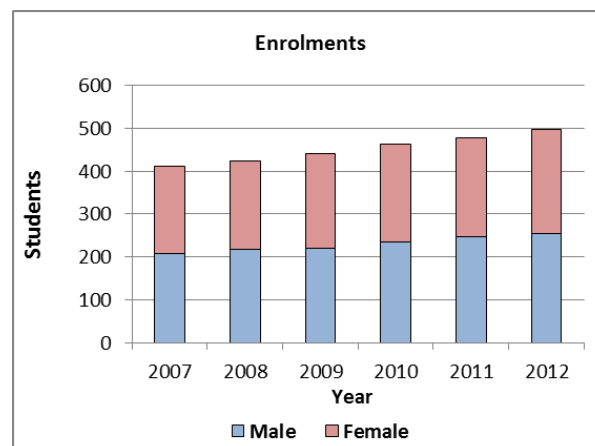


## School context

### Student information

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

### Student enrolment profile



### Student attendance profile

Year	2008	2009	2010	2011	2012
K		95.0	95.0	96.1	95.1
1		94.9	94.8	96.0	96.0
2		94.3	95.2	95.6	92.3
3		94.3	94.7	94.8	95.2
4		93.7	95.1	94.8	94.1
5		94.5	94.9	95.4	95.2
6		94.6	95.0	95.6	95.1
<b>Total</b>	<b>95.3</b>	<b>94.5</b>	<b>95.0</b>	<b>95.5</b>	<b>94.8</b>

## 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 DET Home School Liaison Officer becomes involved in individual cases.

## Class Sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit.

4C	4	31	31
4/5AR	4	23	
	5	6	29
5A	5	31	31
5/6J	5	14	
	6	17	31
5/6W	5	13	
	6	18	31
6R	6	30	30

## Structure of classes

In 2012 there were 20 classes with 6 composites.

Roll class	Year	Total per year	Total In class
KAR	K	20	20
KC	K	20	20
KL	K	19	19
K/1M	K	11	
	1	9	20
1FN	1	23	23
1H	1	23	23
1R	1	22	22
1/2TM	1	9	
	2	14	23
2A	2	24	24
2B	2	24	24
3B	3	30	30
3R	3	30	30
3/4LA	3	17	
	4	14	31

## Staff information

Our dedicated and caring staff consists of highly skilled and committed professionals, who cater for our varied students' academic and social needs.

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

## Staff establishment

(0.2 represents one day)

Position	Number
Principal	1
Assistant Principals	4
Classroom Teachers	16
Teacher of Reading Recovery	0.815
Release form Face to Face	0.84
Primary Part-Time Teacher	0.8
Support Teacher Learning Assistance	0.9
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administrative & Support Staff	3.682

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

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



## Staff retention

Staffing levels continue to be stable with no transfers or retirements in 2012.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	84
Postgraduate	16

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	188995.86
Global funds	239554.68
Tied funds	142810.46
School & community sources	167802.53
Interest	8516.54
Trust receipts	13740.25
Canteen	0.00
<b>Total income</b>	<b>761420.32</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	56612.51
Excursions	82318.83
Extracurricular dissections	45925.08
Library	4812.11
Training & development	9162.73
Tied funds	153659.42
Casual relief teachers	70155.49
Administration & office	66462.75
School-operated canteen	0.00
Utilities	44468.50
Maintenance	30986.61
Trust accounts	12071.93
Capital programs	22098.73
<b>Total expenditure</b>	<b>598734.69</b>
<b>Balance carried forward</b>	<b>162685.63</b>

A full copy of the school's 2012 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 2012

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.

## Achievements

### Arts

Point Clare students have been involved in numerous creative and performing arts activities during 2012. These activities aim to provide our students with opportunities to showcase and develop their skills and talents in a wide variety of areas.

Once again Point Clare took part in the combined performing arts night with Gosford Primary, Gosford High School and Henry Kendall High School. Our choir demonstrated their skills, the Year 2 dance group were exceptional and Sophie (Year 6) brought the crowd to its feet with her solo singing performance.

### 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 gross motor skills program based around developing hitting, catching and throwing skills.

In Term 1 K-6 students participated in a gymnastics program run by an external provider and in Term 4, Years 2 and 3 participated in an intensive swimming program run by the Department of Education.

The school competed in several state-wide PSSA knockout competitions including; cricket, 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. Two children represented the Sydney North Region in regional sports at the state carnival:

- Nathan Smith (AFL) and Kai Renshaw (touch football).

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

Point Clare finished second in the Woy Woy Zone swimming carnival, third in cross country and third in athletics – a wonderful result considering the size of some of the Peninsula schools also competing.

The K-2 Spring Carnival was held in October at Adcock Park. The children had the opportunity to run in their age races and an enjoyable day was had by all.

Stage based gala days were also very successful from a social and skills development perspective.

### **Steve Rayner/ Trevor Watt**

#### **Sports coordinators**



## **Environment**

Point Clare Public School has a very strong record in Environmental Education and 2012 was no exception. Across the school our recycling program continued and in 2013 we are looking to extend this program significantly – special thanks to Mr Rayner and Ms Hasler.

New sensory gardens were established in our NAIDOC/Reconciliation Garden area which included a Rainbow Serpent consisting of tiles from every student in the school.

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.



One of the highlights for the Eco Club this year was a visit from well-known Horticulturist/ teacher / TV Presenter and all round nice guy Mr Angus Stewart - one of the incredible presenters from The ABC'S Gardening Australia Programme. Angus was able to use sponsorship from Tumble Weed Worm Farms to spend last Friday's Eco club session teaching us all about worm farming and composting. He also brought us a brand new fully working worm farm and compost turner, to add to our collection, as well as making us a fascinating 'Worm Tube' which was immediately set up in our vegie patch.

Big thanks goes to our Sustainability Committee who spent hours and hours developing a three year priority plan for future work around the school.

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

Mr Cashman also successfully applied for an energy monitoring grant and 4C then developed plans and strategies to reduce the unnecessary use of electricity. One very useful strategy was the purchase and installation of energy saving power boards which automatically turned off at night to save electricity.

## Technology

The school Technology Committee led by Mr McNeill worked hard throughout 2012 on maintaining, extending and planning for future technology needs.

A number of projects have been identified for implementation next year. These include a refit and upgrade of the school computer lab, installation of across school Wi-Fi and the purchase of class notebooks.

The school is also trialing the use of i-pads for learning and this program will be extended in 2013.



Mr McNeill organized discos each Term to raise additional funds for technology projects. These proved very popular and have enabled some purchasing of equipment to be brought forward.

The use of Sentral – the school’s administrative software system was extended during the year and

included the Welfare, attendance and school reporting modules. School reports are now fully computerised as is the marking of attendance rolls each day.

Technology across the school is being extended and staff is working hard to extend their skills in this area. Several professional learning experiences were conducted for staff across a range of areas.

## Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr. 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr. 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

## Reading – NAPLAN Year 3

### Year 3 NAPLAN Reading

	School	SSG	State DEC			
<b>Average score, 2012</b>	413.4	430.8	419.6			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	4	10	7	17	21	14
Percentage in Bands	5.5	13.7	9.6	23.3	28.8	19.2
School Average 2008-2012	4.3	9.8	16.6	22.8	20.9	25.5
SSG % in Bands 2012	2.5	7.8	16.1	21.2	25.5	26.9
State DEC % in Bands 2012	4.3	11.7	16.8	20.5	22.3	24.5

## Numeracy – NAPLAN Year 3

### Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
<b>Average score, 2012</b>	396.8	409.2	400.2			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	5	6	15	17	22	7
Percentage in Bands	6.9	8.3	20.8	23.6	30.6	9.7
School Average 2008-2012	3.4	6.5	23.4	25.2	24.9	16.5
SSG % in Bands 2012	3.7	7.7	19.1	30.1	20.9	18.4
State DEC % in Bands 2012	4.8	10.6	21.1	26.9	19.9	16.6



## Reading – NAPLAN Year 5

### Year 5 NAPLAN Reading

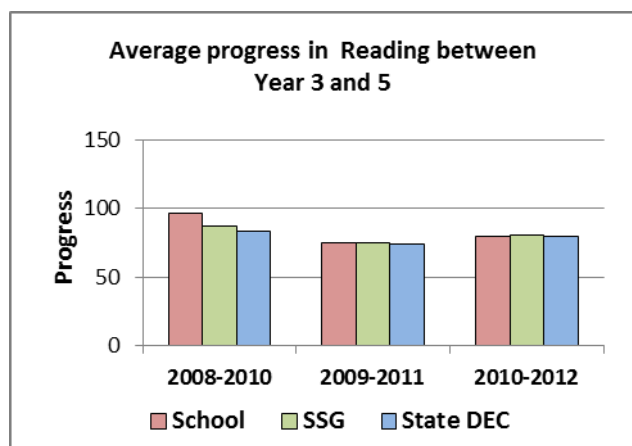
	School	SSG	State DEC			
Average score, 2012	498.5	501.6	492.4			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	2	10	17	11	18	6
Percentage in Bands	3.1	15.6	26.6	17.2	28.1	9.4
School Average 2008-2012	4.3	7.2	24.0	25.3	24.3	14.8
SSG % in Bands 2012	6.4	10.1	23.2	24.7	22.8	12.7
State DEC % in Bands 2012	9.3	11.2	23.7	24.0	19.7	12.1

## Numeracy – NAPLAN Year 5

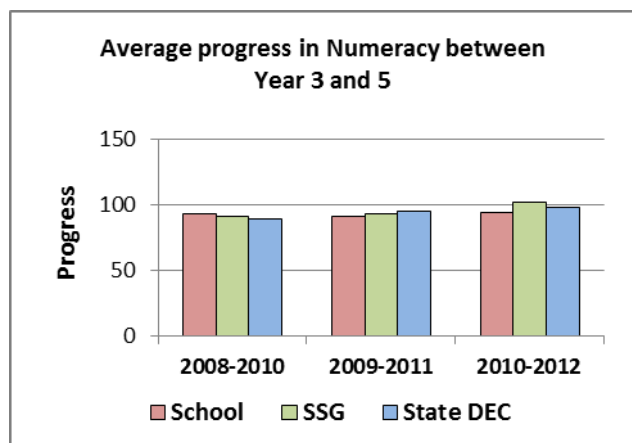
### Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2012	496.9	501.3	493.6			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	2	7	15	20	11	8
Percentage in Bands	3.2	11.1	23.8	31.8	17.5	12.7
School Average 2008-2012	2.6	8.2	25.0	30.9	23.0	10.2
SSG % in Bands 2012	4.2	9.4	27.3	28.9	14.8	15.4
State DEC % in Bands 2012	6.4	13.2	24.6	26.7	14.2	15.0

## Progress in reading



## Progress in numeracy



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*.

## Significant programs and initiatives

### Aboriginal education

The school immersed students in a variety of ways to educate them about the role and history of indigenous culture.

All indigenous students benefited from Individual Learning Plans, and involvement in activities which promoted learning and leadership.

### NAIDOC & Reconciliation Day

The whole school celebrated Reconciliation Day to learn about Aboriginal culture and the importance of recognising our Indigenous community. We also learnt about the importance of respect for all people and places.

The day started with a special Reconciliation assembly. Jake and Mitch played the didgeridoo whilst Uncle Terry danced with his clap sticks. Stages then participated in dance workshops with Mitch. Jake showed us lots of bush foods and how to make a fire, we plaited black, yellow and red wool with Mel to make armbands and headbands, we completed dot painting on canvases with Uncle Terry. It was an excellent day enjoyed by students and staff combined with an excellent learning opportunity.



## Multicultural education

Wednesday, 21st March, was a special day to come together in a celebration of Australia's many different traditions and cultures.

Thank you also to the Year 6 school leaders who did a fantastic job of running the assembly and a big thank you to all the parents, family members and friends of our school community who came along as the audience.

Congratulations to all students who completed a Harmony Day poster. The standard of work was very high and it was very difficult for all classes to choose the top three posters to be entered into the official Harmony Day poster competition. Please visit our school website gallery section to view the posters that were selected from each class.

All children who ordered a special green Harmony Day lunch from the canteen also thoroughly enjoyed their international food feast. Thank you to all the canteen volunteers who helped to organise the canteen orders.

## Student Welfare

The "You Can Do It!" program was rolled out in 2012, and is an integral part of Point Clare Public School's Welfare Policy. The program encourages children to achieve success by fostering the foundations of Organisation, Confidence, Persistence, Resilience and Getting Along.

Throughout the year staff attended a number of staff development sessions on its implementation, and students were introduced to the five foundations in the classroom environment. This resulted in weekly lessons following a whole school scope and sequence.

The school playground was painted with the five foundations to immerse the students in the "You Can Do It!" program, and the Keys to Success were displayed. During Term 4 a consultation group was created to research the creation of a reward and recognition system encompassing "You Can Do It!" scheme to be implemented in 2013.

## Student Leadership

Point Clare implemented a detailed school Leaders program in 2012. The student leaders and sports leaders participated in the different elements of the program.

The eight elected school leaders participated in a Leaders Morning Tea with local, State and Federal Politicians, significant sports person Damien Brown from the Central Coast Mariners and their parents. They attended the IMPACT Leadership Conference, spent a day at the NSW Parliament and attended a team building opportunity at Outdoor Education in Morristet. School leaders also ran assemblies and took on a number of roles around the school.

Our eight Sports Leaders participated in a Leaders Day at Wyong Race Club with other students from across the Central Coast, listening to significant community leaders including Master Chef Julie Goodwin. They also participated in the team building day at Morristet and finished the year with a trip to the Central Coast Mariners training session where they received advice from head goalkeeping coach John Crowley. Sports leaders also led their teams at all school carnivals including swimming, cross country and athletics.



## Progress on 2012 targets

Targets for 2012 reflected priorities established in the 2012-2014 strategic plan.

### Target 1

**To improve student performance in overall literacy such that 90% of students achieve or exceed minimum standard and state average growth.**

- A strong focus was maintained on overall literacy, with particular emphasis on reading and writing
- Staff training and development was linked to this area

- Targeted writing programs were implemented to selected student groups.

Our achievements include:

- In Year 3 and Year 5 NAPLAN, students achieving at or above minimum standard exceeded the target in all areas of literacy
- Average progress from Year 3 to Year 5 NAPLAN data was close to State and slightly less than Like School Group data.
- Kindergarten to Year 2 reading benchmarks exceeded regional targets in all grades

## Target 2

**To improve student performance in overall numeracy such that 90% of students achieve or exceed minimum standard and state average growth**

Structured numeracy lessons and specific programs to address need as well as high quality remediation and enrichment programs are a feature of mathematics instruction at our school.

Our achievements include:

- 93% of Year 3 students and 97% of Year 5 students met or exceeded minimum standard in the NAPLAN assessments
- Average progress from Year 3 to Year 5 NAPLAN data in numeracy, while not exceeding State or Like School Group data, did continue our upward trend of increasing growth in this area.



## School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Communication and an internal review of Student Welfare initiatives.

### Student Welfare

#### Background

In 2011 the school staff and community committed to move to review and update the whole school philosophy and programs in Student Welfare.

#### Findings and conclusions

- A whole school K-6 welfare focus was needed to standardize effective practice across the school.
- Program achieve was investigated and staff were inserviced. The Program Achieve or “You Can Do It!” Program was chosen to implement.
- A school team met to develop a whole school implementation plan.
- Phase 1 – Curriculum and Playground implementation began.
- Parent inservice sessions were held to educate the community on the new program.
- A new anti-bullying policy was released and staff and community inserviced.

#### Future directions

- Evaluation of Phase 1 “You Can Do It!” to take place including tweaking the Scope and Sequence and lesson plans.
- A special Yr3-6 anti-bullying day to be held which highlights the role of the bystander.
- School reward system updated to reflect the principles of the “You Can Do It!” Program.

### School Communication

#### Background

With new technologies and a changing school demographic, it was decided to review the different communication practices across the school.



## Findings and conclusions

- The vast majority of parents surveyed thought that the school communicated well with the community.
- Some parents thought that the newsletter could be improved and that particularly the “coming events” section could be revamped.
- Some parents found it hard to access the online newsletter version.
- The school sign needs to be changed more often.
- Parents who used the school Facebook page found it useful, especially for messages about late buses, excursions etc.
- The school calendar needs to be kept up to date and accurate on the school website.
- The school website needs to be freshened up and kept relevant.

## Future directions

- A school communications team to be formed and monitor all forms of communication.
- A school smartphone app be investigated as another form of communication.
- Dates and times be published across the newsletter and school website.

## Parent, student, and teacher satisfaction

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

Through discussion at school forums such as P&C Association, School Council and the Student Parliament, opinion was gained on parent and student satisfaction. The overall satisfaction level of the school was high, particularly in relation to our school’s culture and leadership.

## Professional learning

All staff participated in professional learning activities based around individual teacher, school and system needs and priorities. Areas addressed included: gifted and talented students, writing, student welfare and discipline, technology,

medical needs of students, asthma, first aid, CPR, child protection and anaphylaxis training.

In 2012, almost \$28 000 was allocated for professional learning with the average amount per staff member being \$900. The school’s administrative staff and school learning support officers also participated in training and development throughout 2012.

All teachers participated in the schools professional learning program that included:

- Fortnightly professional learning meetings at school after school for all staff
- Groups of teachers released during day for professional learning
- Individual teachers attending courses in and out of school hours on particular topics
- School Development Days at the beginning of Terms 1, 2 and 3 and at the end of Term 4.



## School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

##### Improved Literacy Outcomes for all students

During 2013 the focus will be maintained on the explicit teaching of current syllabus content within the structure provided by the Literacy Continuum K-6.

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

- By the end of 2014 Year 3 Reading - 95% at or above minimum standard; 46% at proficiency level (*Proficient Standards represent a reasonably challenging level of performance where students need to demonstrate more than the minimal skills expected at that year level.*)
- By the end of 2014 - Year 5: Reading - 100% at or above minimum standard; 36% at proficiency level.
- By the end of 2014 - Year 3 Writing - 100% at or above minimum standard; 62% at proficiency level
- By the end of 2014 - Year 5: Writing - 100% at or above minimum standard; 30% at proficiency level
- Year 3 - 5 Growth rates equal to or exceeding the DEC average in reading and writing.
- By the end of 2014 Kinder: 78% will read Level 6+; Year 1: 81% will read at Level 16+; Year 2 77% will read at Level 26

##### Strategies to achieve these targets include:

- Utilise the information available through SMART data and also including school based data from grade assessments.
- Professional learning and the allocation of time in targeted areas.
- Expand the embedding of the Individual Learning Plans in Kinder and Year 1 ensuring term update, based on data collected from explicit teaching, running records and benchmark levels.

- Staff is confident in their ability to plan appropriate teaching and learning experiences in line with quality literacy models.
- Stage Leaders lead their teams to develop teaching and learning programs as well as assessments using clearly defined CTJ principles.

### School priority 2

#### Outcome for 2012–2014

##### Improved Numeracy Outcomes for all students

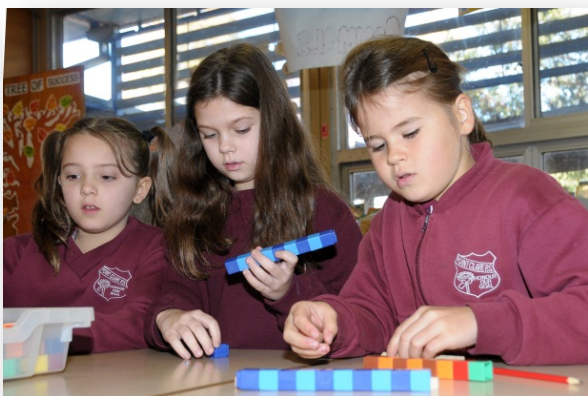
During 2013 the focus will be maintained on the explicit teaching of current syllabus content within the structure provided by the Numeracy Continuum K-6.

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

- By the end of 2014 Year 5 Numeracy – 95% at or above minimum standard; 45% at proficiency level.
- By the end of 2014 Year 3 Numeracy – 95% at or above minimum standard; 50% at proficiency level.
- The percentage of students in the top two bands has increased for Numeracy.

##### Strategies to achieve these targets include:

- Introduce the Australian Curriculum Mathematics syllabus.
- Analysis of NAPLAN Numeracy data to directly inform teaching and learning programs.
- All classroom teachers will continually refine and deliver quality programs in line with current practice
- Professional Learning opportunities will be provided to all members of staff and delivered by expert teachers and district support staff.
- Continued participation in Best Start Assessment program K-2



- Implement You Can Do It! reward system for students K-6 including the “Principal luncheon” at the end of each Term.
- Implement Rock & Water, Seasons for Growth and Kids Club.
- School Environmental Management Plan (SEMP) reviewed and being implemented.

### School priority 3

#### Outcome for 2012–2014

#### Improved Student Engagement & Attainment

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

- All staff have a deep knowledge of ICT teaching and learning practices and can develop programs which utilise emerging technologies
- Clear, structured restorative student wellbeing practices are embedded across the school.
- All students are provided with an enriched, diverse range of extra curricula learning opportunities.
- Environmental Education is implemented throughout the curriculum and school activities.
- 2 % reduction in daily and partial absences demonstrating an increased level of student engagement in learning programs.

#### Strategies to achieve these targets include:

- Complete a technology audit ensuring all IT equipment is working and the most up-to-date as possible.
- Identification and involvement of identified students in Regional GATS Camps and initiatives.
- Continuation and strengthening of involvement in the Middle Years projects with Gosford City Learning Community



#### 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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Linda Atkinson	Assistant Principal
Barbara Ruhan	Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>