

Point Clare Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Point Clare Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



Jane Young
Acting Principal

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Message from the Principal

2015 was a year of change for Point Clare Public School as the principal, Mr Harris, moved on to enter State parliament and I took up the position of Relieving Principal from March until the end of the year. Our consultation surrounding the \$9 million school upgrade continued throughout the year with personnel from Public Works, P & C, teacher and parent representatives. Some movement of classes and demountable classrooms occurred throughout the latter half of the year in preparation for the building to commence in the Christmas holidays. The timeline has been set with the expectation that students will be working from the new classrooms before the end of 2016.

2015 saw the commencement of a new 3 year planning cycle under the RAM funding model. After consultation with staff, parents and students the Strategic Directions were set for the 2015 -2017 School Plan. Our three Strategic Directions are centred on purposeful student learning, best practice teaching and learning as well as community partnerships.

Professional learning for teachers focused on Literacy, with emphasis on reading and writing. All Kindergarten teachers undertook extensive on-going professional learning in Language, Learning and Literacy (L3) to ensure Kindergarten students began with personalized literacy plans that will continue throughout their schooling. On-going professional learning will continue for these teachers throughout 2016.

The Years 3-6 teachers undertook professional learning for reading through Focus on Reading (FoR).. FoR focuses on student understanding of the six comprehension strategies for successful reading for understanding. All teachers worked in Stage teams to develop assessment criteria for writing and to ensure sequential development of skills from Kindergarten to Year 6.

Further professional learning focused on building students and teacher capacity with skills for the 21st century. By utilising Primary Connections to implement the Science syllabus, teachers and students used the inquiry approach with support from technology. All teachers programs incorporated the implementation of thinking skills, with Science being the perfect platform to launch critical and creative thinking in a meaningful way.

Evaluation of our School Plan Milestones showed that we were well on track to meet all improvement measures for the 2015 section of the School Plan and can now move forward with setting our 2016 Milestones.

NAPLAN results for 2015 indicate that in Year 5, 96% of our students achieved at or above National Minimum Standard for reading and numeracy, while the percentage was 96% in Year 3. Our NAPLAN results continue to reflect the quality teaching that occurs at Point Clare across all areas of the school curriculum.

One major area of focus throughout 2015 was technology with the school purchasing laptop computers and iPads for students to use in the classroom to support the syllabus and to develop skills in using technology for learning. After much consultation, Stage 3 students began a Bring Your Own Device (BYOD) program which proved to be very successful and is expanding into Stage 2 in 2016. All students will have access to school laptops and iPads as well as access to their own device at school, if they choose to BYOD.

Our Education Week Open Day proved to be a most successful event with parents, the community and students. The open classrooms, concert and morning tea were supported with a Recycled Sculpture Exhibition which also drew attention from outside the community and Point Clare sculptures and their accompanying lesson notes will now feature in a guide for teachers across the state to demonstrate excellence in visual arts teaching.

Throughout 2015, Point Clare worked closely with Gosford Public School, Gosford High School and Henry Kendall High School as the Gosford City Learning Community. Our shared professional learning, transition programs and planning for future has ensured that this learning community is catering for the needs of the community now and into the future.

Jane Young, Acting Principal

Message from the P & C

2015 was a huge year for the P & C. Both the canteen and the uniform shop continued to provide a valuable service to our school community and students. The fundraising committee raised approximately \$15,000 which is very impressive in a year.

We believe that we have raised the profile of the P&C within the school community through more consistent communication in the newsletter and meeting times that reflect our busy lives.

We have some big plans for 2016. Our focus will be on the school gardens and re-invigorating the eco club. It is going to be an interesting year as the new buildings take shape so we will also remain in close communication with the school executive to see how we can help facilitate a smooth transition from old to new.

A school is sometimes just a 'place'. Point Clare Public School is more than just a 'place' - our school is a vibrant community that glows bright because we care about each other. Our children care about their future on a local, national and global level and our families support and promote these ideals. Congratulations on shining bright this year. Students, remember to thank your family and teachers for helping you to shine and supporting your endeavours.

We look forward to seeing you ready and reactivated for a huge 2016.

Jenny Moes, President

School background

School vision statement

Nurturing Inspiring Achieving

Our vision for Point Clare Public School is to provide an *inspiring* and *nurturing* environment that encourages and values students *achieving* to their full potential.

This school vision is underpinned by our Student Wellbeing Program, You Can Do It (YCDI) and the Melbourne Declaration.

The school's Student Wellbeing program, You Can Do It, is supported by staff, students, parents and the community to focus on identifying the social and emotional capabilities that all young people need to acquire in order to be successful in school and beyond. It focuses on building the social, emotional and motivational capacity of students rather than focusing on deficits.

The five keys of YCDI are:

1. Confidence (academic, social)
2. Persistence
3. Organisation
4. Getting Along
5. Resilience

The Melbourne Declaration states that Australian schooling promotes equity and excellence; that all young Australians become successful learners, confident and creative individuals and active and informed citizens.

School context

Point Clare Public School services the West Gosford, Point Clare, Tascott and Koolewong communities. In 2015 the school enrolment is 519 a slight decrease from previous years. There are 14 Aboriginal students currently enrolled and the school is aiming to strengthen its connections with the Coinda Local Aboriginal Educational Consultative Group (AECG). The school is a proud member of the Gosford City Learning Community of schools. The school prides itself on promoting a caring, safe environment.

Teaching and learning programs are aligned to NSW curriculum statements with student progress being addressed through semester based written reports. Academic results demonstrate above average growth in reading and numeracy from Years 3 to 5, and from Years 5-7. The school is focusing on the improvement of growth in writing with specific criteria-based teaching aligned with greater student self-assessment using collaboratively designed rubrics.

To provide professional learning in evidence-based programs the school will be implementing Language, Learning and Literacy (L3) across Early Stage 1 and Stage 1 and Focus on Reading (FoR) for Stages 2 and 3, commencing in 2014.

The school provides a range of quality educational programs as well as an array of extra-curricular activities. Gifts and talents of students are catered for through differentiating the curriculum and academic enrichment programs. A strong environmental program focuses on sustainability and healthy eating

The school is supported by an active P&C, School Council and student led initiatives including parliament, peer support and buddy groupings. The school enhances the educational opportunities afforded every student by building effective and productive relationships between the school and home. The school is currently undergoing significant major works including the construction of a number of flexible learning spaces which allow for collaborative and cooperative teaching and learning.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The Domain of Learning

In the domain of Learning, our efforts primarily focused on school culture and assessment and reporting. The focus on engaging students to make learning meaningful and challenging through personalised and differentiated approaches was reflected in teacher professional learning that impacted on classroom teaching methodology. Through the Reform Agenda Local Schools, Local Decisions, student groups that required support were identified and RAM funding was utilised to support the achievement of literacy and numeracy outcomes in the classroom. School Learning Support Officers (SLSOs) were employed to assist students with low level disabilities and integration. Teachers planning and programming was driven by the tracking of student outcomes to group students according to needs, with progress being monitored in line with literacy and numeracy continuums and the data gathered for entering on PLAN (Planning Literacy and Numeracy). Data from the School Excellence Framework shows that 45% of our Year 3 students are in the top two bands of NAPLAN for Reading and Numeracy.

School learning and priorities were strengthened and delivered as the pedagogies and principles of 21st century learning became a second focus throughout the year, with Teaching Science through Primary Connections assisted students to practise and demonstrate their newly acquired technology and thinking skills through the enquiry learning approach.

Attendance rates continue to be monitored by all teachers, with phone calls home after two days of unexplained absence. Data from the School Excellence Framework shows that the student attendance rate is 94% which is the same as comparable schools.

The Domain of Teaching

Effective, collaborative classroom practice with a focus on differentiated learning to ensure all students improve outcomes was reflected with the focus on reading across all Stages. RAM Teacher Professional Learning Funding was expended to improve literacy teaching in the school. Language, Learning and Literacy (L3) professional learning was provided for all Kindergarten teachers and this will continue in 2016. Focus on Reading (FoR) was the reading / literacy program through which primary teachers were professionally developed. Professional learning is planned and delivered, and its impact on the quality of teaching and learning outcomes is evaluated. The School Excellence Framework shows that the key quantitative measure value-added is 88.0 for students in Years 3-Year 5. This is above the average of similar schools which is 83.3. This is a measure of the amount of growth being achieved by students in Years 3-5.

The focus on maintaining and building upon effective classroom practice resulted in research based practices being utilised to develop and evaluate teacher capacity to ensure consistency of curriculum delivery and collaboration between teachers. The knowledge gained through embedding explicit systems for collaboration and modelling of effective practice and evaluation is leading to sustainable change in school practice. The introduction of technology *for* learning has relied upon teachers developing their use of technology skills to ensure our teaching and learning reflects best practice.

Teachers demonstrated personal responsibility for developing and maintaining their professional standards which was reflected in the development and maintenance of a personalised Performance and Development Framework document. These documents ensured professional learning was aligned with the National Professional Standards for Teachers as well as the school goals. Effective, quality classroom practice was a feature of peer classroom observations as teachers worked collaboratively to improve and reflect on practice. Teacher capacity was built through targeted professional learning, utilising those with expertise as mentors and through increased collegial support.

Our self-assessment process being undertaken in Term 2, 2016 will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

The Domain of Leading

The school leadership team supported a culture of high expectations and community engagement, leading to sustained and measurable whole-school improvement.

Executive teachers successfully collaborated with key stakeholders to develop a school vision, strategic directions and the three year School Plan with annual Milestones. Parents developed an awareness of how data is used to plan strategic school improvement and the importance of performance monitoring and reporting.

Throughout 2015, leadership development was central to school capacity building amongst staff members, with the deputy principal acting as principal for eleven months. Various executive and class teachers were then provided with the opportunity to 'act up' and develop their leadership potential throughout the year. This succession planning ensured leadership was distributed to those interested as the year progressed.

Students were provided with leadership opportunities through the School Parliament, Technology and sporting programs. All student leaders were voted into office by their peers and teachers. Aspiring Aboriginal students in Stage 3 were selected to take part in a leadership program which was delivered to students from Years 5 – 10 in the Gosford City Learning Community schools. They developed confidence and public speaking skills during this program.

The school has developed a fledgling relationship with Newcastle University – Ourimbah Campus to develop a study of the impact of technology implementation on classroom practice and teacher learning. This study is continuing to be developed.

The school is becoming more responsive to its community as collaboration continues to grow. Parents and community members met monthly with the principal and Public Works to plan for the new \$9million upgrade taking place throughout 2016. The collaboration extended to the writing of the School Plan 2015 - 2017 as the physical changes require pedagogical change, with teachers being professionally developed and students being prepared for the new learning spaces and changes that will result.



Strategic Direction 1

Student learning is dynamic, personalised and connected in a purposeful way

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which engenders the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Teachers focused on differentiation to engage all students in meaningful and challenging learning experiences and were supported through the professional learning focus on: Thinking Skills – Critical and Creative Thinking across all Stages; development of rubrics to teach self-assessment in writing; Language, Learning and Literacy (L3) in Kindergarten; consistent monitoring of reading achievement in Stage 1; Focus on Reading (FoR) comprehension strategies in Stages 2 and 3. All Stages also implemented the new Science Syllabus using the Primary Connections resources. Technology for learning became a focus for all teachers, particularly Stage 3 teachers

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (over 3 years)	Progress achieved this year	
21 st century learning principles and practices embedded in programs, tasks and assessment across all Stages of learning and evident in student outcomes	<ul style="list-style-type: none">Stage 3 implementation of BYOD. Disband computer lab and compile mobile computer lab for all classes to utilizeStage rubrics developed by teachers for persuasive, informative and imaginative texts. Trialled in Semester 1 and adopted in Semester 2. Rubrics for students to self-evaluate and for teacher evaluation	Technology Professional Learning \$2,290 Technology resources \$14,333
Increased achievement in reading proficiency	<ul style="list-style-type: none">92% of Early Stage 1 students achieved Level 8 reading or beyond. 74.3% of Year 1 students achieved level 18 or beyond. 89% of Year 2 students achieved Level 28 or beyondYear 3 attainment of NAPLAN Reading at proficiency level rose from 45.3% in 2014 to 67.9% in 2015. Year 5 attainment of NAPLAN Reading at proficiency level rose from 25.4% in 2014 to 41.8% in 2015.	\$19,019 Professional Learning Casual teachers during PL \$12,542 \$2,770.00 Resources
Increased focus on student-centred learning as evidenced by classroom groupings based on differentiation	<ul style="list-style-type: none">Enquiry-based learning featured in the introduction of Primary Connections Science to all Stages and was also reflected in the increase use of technology for learningGroups varied for Key Learning Areas to reflect differentiation	Nil

Next steps

- On-going professional learning for Kindergarten teachers in L3;
- Assessment tasks in reading reflect differentiation, self-assessment and development of Thinking Skills

Strategic Direction 2

Teaching and learning reflects best practice and an engaged professional culture

Purpose

To promote, build and sustain the professional learning of all staff members, by creating systems for teachers and leaders to learn from each other as an enabler for continual development; which allows for an alignment of policies, research and practices that describe, develop and evaluate teacher, leader and school capacity; and provides feedback on current performance in order to enhance student outcomes.

Overall summary of progress

Teachers received professional development in formulating a personalised Performance Development Plan in line with the School Plan and the Australian Teaching Standards. These plans will ensure quality practice occurs in every learning space, with teachers responsible for managing their own professional learning aligned with the School Plan and their personal areas of development. A school culture of sharing professional practice and collegial discussion is developing, surrounding the 21st century principles for learning as our new school buildings will reflect this pedagogy.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
All staff actively involved in professional learning to develop 21 st century pedagogy –	<ul style="list-style-type: none">Professional learning focused on raising awareness of 21 Century learning - Critical Thinking and Creative Thinking. Teacher peer observations reflected thinking skills evident in class programs in areas of literacy and science	Professional Learning Quality Teaching \$4, 116 Resources: \$300
Knowledge gained through professional learning is shared and reviewed to ensure all teachers have access	<ul style="list-style-type: none">Individual teachers prepared and implemented personal Performance and Development PlanTeachers completed peer observations to evaluate, refine and reflect on plansTeachers with expertise in technology shared knowledge less technologically experienced. Mentors prepared short video clips for teachers to access personalised training sessions	\$2,400 lesson observation

Next steps

- Teachers continue to refine the PDP process, aligning goals to School Plan 2015-2017 as well as to the Australian Teaching Standards
- Strengthen school-based assessment and reporting procedures and ensure school data base is reflective of current student achievement.
- LAST and class teacher design and implement Individual Education Plan for any student below national minimum standard in literacy or numeracy

Strategic Direction 3

Developing strategic community learning partnership

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

Student engagement and wellbeing was the focus of developing a strengthened community partnership. In an attempt to further embed You Can Do It into the school culture, weekly awards became a larger part of the weekly whole school assembly with award winners receiving commendation on stage. Parents were invited to all school events through our increased use social media as well as through more traditional methods. This resulted in improved attendance at P & C and other school events. Consultation regarding use of technology was on-going and collaborative as the use of technology has expanded to include all students on a daily basis.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Increased parent participation in P & C and home-school partnerships with attendance doubled at monthly P & C	<ul style="list-style-type: none">Working in collaboration with P & C executive, meetings were advertised using a variety of media. Average attendance doubled.Parents participation in IEP Meetings and Aboriginal Personal Learning Pathway Meetings	\$2891
Class teachers communicate with at least one parent weekly with 'good news'	<ul style="list-style-type: none">The majority of teachers began to utilize the DoJo App to communicate effectively with parents regarding day to day school learning habits; individual meetings were arranged for students outside grade benchmarks	
Increase parent partnerships through a through adoption of 1:1 i-Pad classes	<ul style="list-style-type: none">Two selected Stage 3 classes commenced with BYOD program which, due to its success, was expanded to incorporate all Stage 3 classes, with Stage 2 commencing in 2016.	\$10,457 resources
Increased collaborative participation in the Gosford City Learning Community (GCLC)	<ul style="list-style-type: none">Collaboration across a range of areas: Staff Development Days, GCLC Performing Arts Night, Transition to Stage 4 programs	\$3,000

Next steps

- Purchase Skoolbag App to further enhance communication with all community members
- Utilise Community Consultation Grant for further community consultation forums linked to P & C Meetings. Topics: Setting a Homework Policy, Technology at school, BYOD Program
- Seek community feedback via Tell Them From me son-line surveys from students, parents and teachers.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <ul style="list-style-type: none"> • Personal Learning Plan Development for every Aboriginal student • Gosford City Learning Community Aboriginal Public Speaking program • In class support for Aboriginal students in areas of Literacy and Numeracy 	<ul style="list-style-type: none"> • Partnerships with Aboriginal families were strengthened through genuine collaboration to develop Personal Learning Plans resulting in individualised monitoring of all Aboriginal students with all Aboriginal student outcomes matching or bettering the outcomes of 'all students'. • Leadership skills for Stage 3 Aboriginal students were strengthened through participation in a Learning Community Leadership Program to develop confidence in speaking and personal presentation. Stage 3 Aboriginal students now share the role of Acknowledging Country at all major assemblies and functions. Two Aboriginal students achieved leadership status as part of the Year 6 leadership team for 2016 • Several Aboriginal students in Stage 1 were achieving below grade level in Literacy or Numeracy. We employed a teacher to provide intensive tutoring to assist them to improve outcomes, 'closing the gap' 	\$3,528
<p>Socio-economic funding</p> <ul style="list-style-type: none"> • School Learning Support Officers (SLSOs) employed to support students • Assistance for students to participate in school activities 	<ul style="list-style-type: none"> • SLSOs were employed to assist identified students to attain benchmark standards in literacy and numeracy • Funds were committed to allow selected students to participate in activities that supported curriculum implementation such as gymnastics, dance and excursions 	\$13,440
<p>Low level adjustment for disability funding</p> <ul style="list-style-type: none"> • SLSO support 	<ul style="list-style-type: none"> • The school employs SLSOs to work with students who require an IEP and to support students who are not yet attaining benchmarks 	\$19,014.50

Mandatory and optional reporting requirements

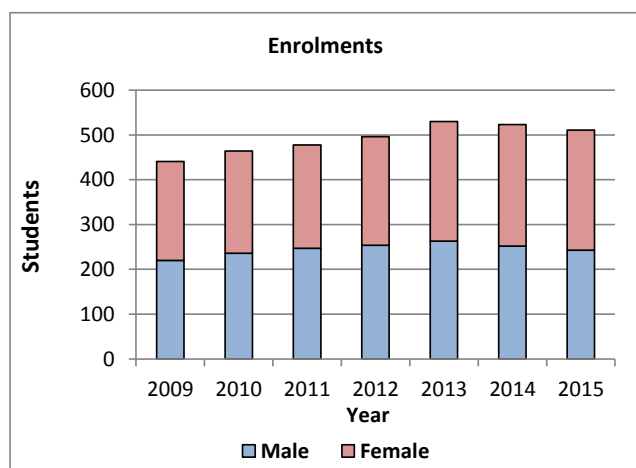
Student information

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

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	220	236	247	254	263	252	243
Female	221	228	231	242	267	271	268



Student enrolments fluctuate slightly throughout the year. In 2016 the school dropped one class due to student numbers

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.0	96.1	95.1	96.2	95.4	95.8
	1	94.8	96.0	96.0	94.0	95.9	95.0
	2	95.2	95.6	92.3	95.2	94.7	95.4
	3	94.7	94.8	95.2	95.9	94.8	94.7
	4	95.1	94.8	94.1	94.7	95.7	94.7
	5	94.9	95.4	95.2	95.1	94.0	94.6
	6	95.0	95.6	95.1	94.7	95.0	94.8
	Total	95.0	95.5	94.8	95.2	95.1	95.1
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
KB	K	21	21
KC	K	21	21
KM	K	21	21
KPC	K	20	20
1C	1	23	23
1H	1	20	20
2A	2	25	25
2FN	2	24	24
2H	2	22	22
3C	3	30	30
4J	4	28	28
4R	4	28	28
6R	6	28	28
1/2R	1	13	21
	2	8	21
1/2T	1	15	22
	2	7	22
3/4B	3	14	30
	4	16	30
3/4LA	3	16	26
	4	10	26
5/6A	5	15	26
	6	11	26
5/6M	5	16	26
	6	10	26
5/6T	5	14	23
	6	9	23
5/6W	5	15	31
	6	16	31

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15
Part-Time Teacher	0.9
Primary teacher RFF	0.882
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	3.962
Total	29.664

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

The staff consisted of no Aboriginal or Torres Strait Islanders.

Teacher qualifications

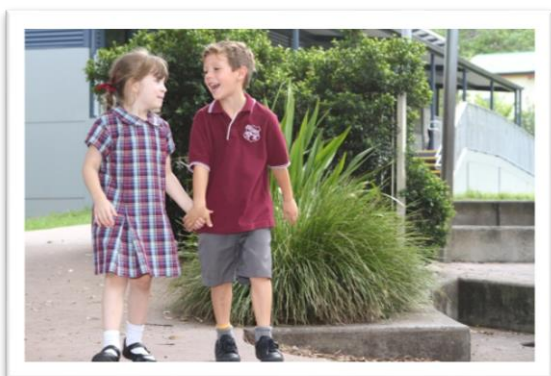
All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

Professional development for staff consisted of weekly Teacher Professional Learning (TPL) sessions as well as compulsory whole school TPL aligned to school plan targets. Individual teachers also attended professional learning courses as aligned to their personal professional learning goals

In 2015 our total RAM budget provided for TPL activities was \$9,514.98. This was further supported by RAM Literacy and Numeracy loading, Socio-economic equity loading, Learning & Support – flexible funding and Computer Coordinator Allocation to meet School Plan goals as well as individual PDP goals.



COMPLIANCE TRAINING

All staff (teaching and SASS) completed the following:

- Child Protection updates
- Anaphylaxis and Asthma training
- Emergency Care and CPR training
- Code of Conduct

- WH&S Induction

Teaching staff only completed:

- Language, Learning and Literacy (L3), a literacy program offered to all Early Stage 1 teachers
- Focus on Reading (FoR), a reading program focusing on reading for understanding, for Stage 2 and Stage 3 teachers
- Primary Connections Science, addresses the new Science curriculum with a focus on student-centred learning
- Thinking Skills in the Primary Classroom – teachers collaborated across Stages
- Integrating Technology in Classroom Practice – computers, interactive boards and iPads
- TEN training – Numeracy program for students in their first 2 years of school
- Reading Recovery – on-going training for 1 teacher; beginner training for 1 teacher
- Proficient Teacher Accrediation – personalised professional learning for each teacher
- Thinking Skills in the Classroom – Collaborative and cooperative thinking skills - all Stages



Financial information

Financial summary (mandatory)

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	162538.99
Global funds	317168.45
Tied funds	236108.04
School & community sources	172441.93
Interest	04524.54
Trust receipts	14358.40
Canteen	0.00
Total income	907140.35
Expenditure	
Teaching & learning	
Key learning areas	57740.39
Excursions	72751.29
Extracurricular dissections	68261.41
Library	1492.48
Training & development	11751.90
Tied funds	321271.51
Casual relief teachers	110391.60
Administration & office	71520.31
School-operated canteen	0.00
Utilities	47826.99
Maintenance	17974.68
Trust accounts	14088.94
Capital programs	0.00
Total expenditure	795071.50
Balance carried forward	112068.85

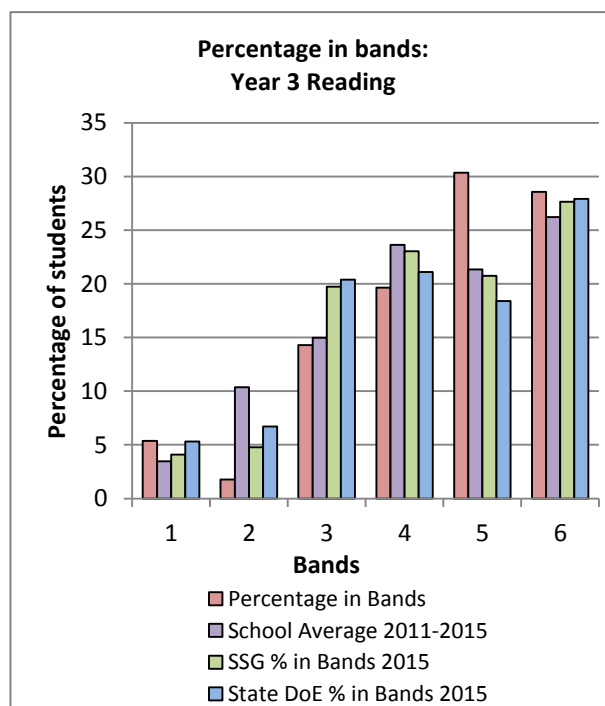
School performance

School-based

NAPLAN

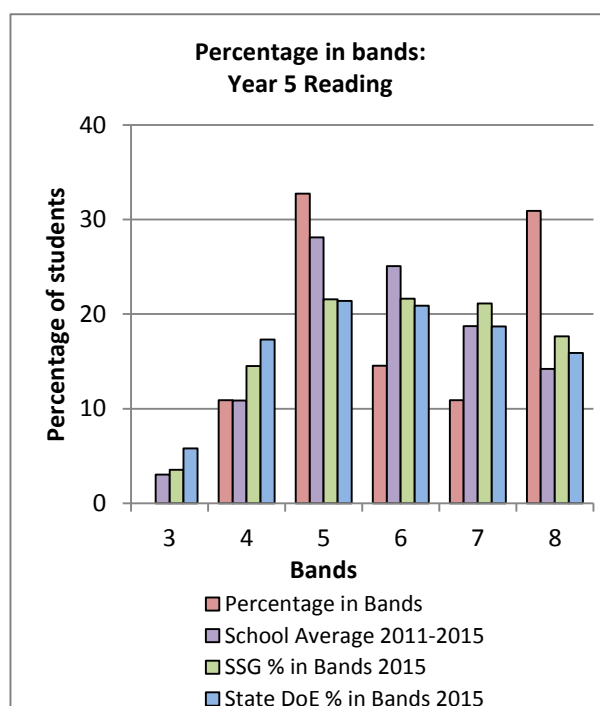
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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



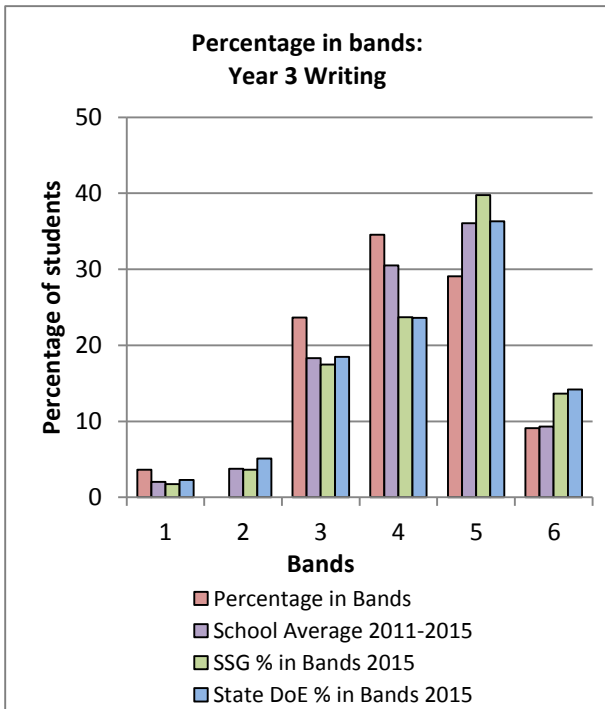
In Year 3 Reading 41.8% of our students achieved above State in the top two Proficient Bands in 2015, with the State average for these bands being 38%.

94.2% of Point Clare students scored above the national minimum standard.

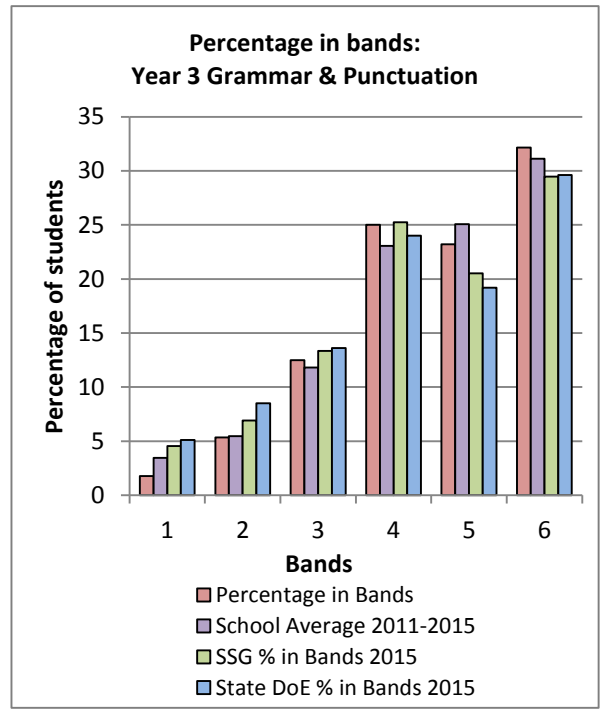


In Year 5 Reading 59% of our students achieved above State in the top two Proficient Bands in 2015, with the State average for these bands being 50%.

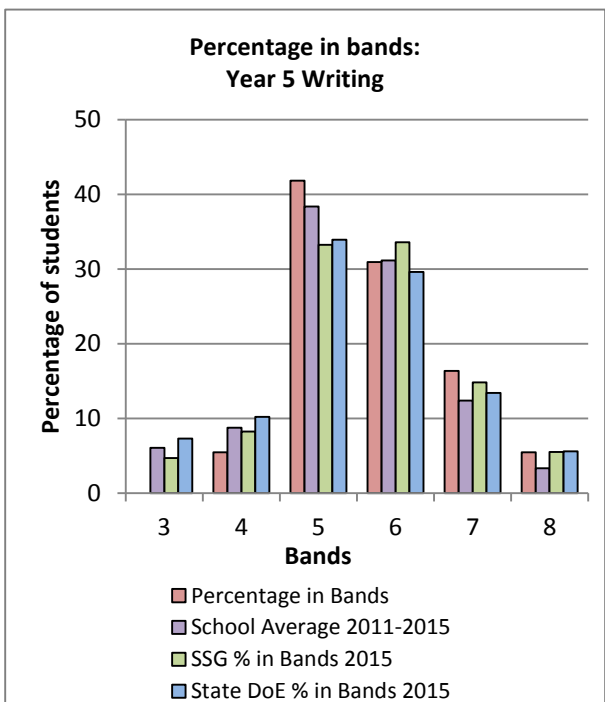
100% of Point Clare students scored above the national minimum standard.



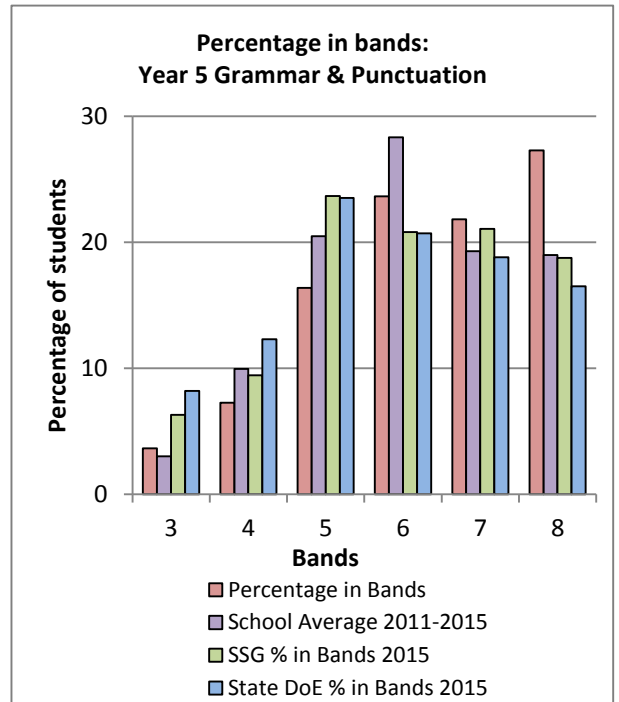
In Year 3 Writing, 96.3% of students achieved above the national minimum standard, while the State average was 98.2%



In Year 3 Grammar and Punctuation 55.3% of students achieved in the top two Proficient bands with the State average being 52.5%

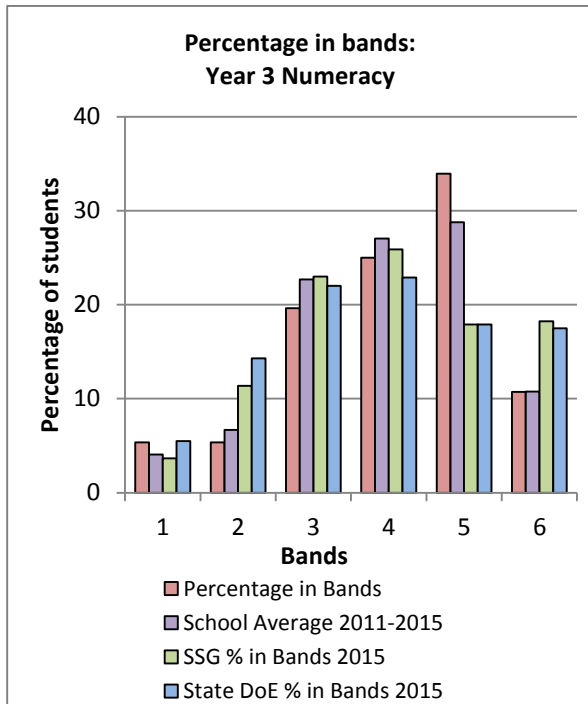


In Year 5 Writing, 100% of students achieved above the national minimum standard, while the State average was 94.2%

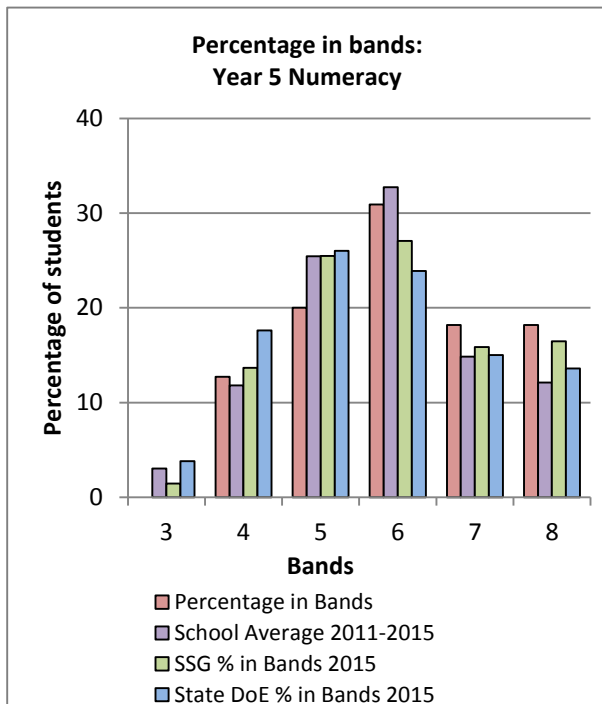


In Year 5 Grammar and Punctuation, 49.1% of students achieved in the top two Proficient bands with the state average being 38.7%

NAPLAN - Numeracy



In Year 3 Numeracy, 44.6% of students achieved the top two Proficient bands compared to 38.1% as the State average.



In Year 5 Numeracy 36.4% of students achieved the top two Proficient bands compared to 30.7% as the state average.

100% of year 5 students achieved above national minimum standard.

Parent/caregiver, student, teacher satisfaction

The increased use of technology for learning was a major focus of the school in 2015. A number of meetings were organized where information was presented surrounding implementation of the trial Bring Your Own Device (BYOD) program. The opinions of parents were sought prior to the trial commencing

Stage 3 classes trialed the use of Apple iPads throughout the year, with parents and the school purchasing devices to be used in the classrooms. Some success was evident with student engagement and improved skill development.

In 2016, further consultation will continue as decisions are made about the type of devices to be included in BYOD as well as the technology implementation and use across Stages 2 and 3 in particular.

Students from Year 4 to 6 were surveyed using the Tell Them From Me on-line surveys. The student scores for our school related well to the NSW pilot norms.

- 92% of the girls and 90% of the boys in this school demonstrate positive behavior. The NSW pilot norm is 80% for girls and 72% for boys
- Effective Classroom learning Time was rated 8.4 out of 10 for girls and 8.3 out of 10 for boys. The NSW pilot norm is 7.8 for girls and 7.5 for boys
- Positive Teacher-Student Relations were rated 8.6 out of 10 by girls and 8.5 out of 10 by boys. The NSW pilot norm for girls is 8.3 and for boys is 8
- 96% of girls and 99% of boys value School Outcomes. The NSW pilot norm is 96% for girls and 93% for boys

All teachers were surveyed about the effectiveness of their in-school professional learning sessions. 100% of teachers felt that the 2015 Teacher Professional Learning was engaging as the delivery involved greater

collaboration, relevance and discussion than in previous years. All teachers agreed that the development of personal professional goals set and monitored under the Performance and Development Framework led to more continuous self-reflection and that the inclusion peer observation assisted in evaluation.

Policy requirements

Aboriginal

RAM Equity Loading for Aboriginal Background loading was \$3,528 for 2015. This funding was utilized in the following ways:

- A local Aboriginal elder was employed to lead our reconciliation day activities, with talks to all students about bush tucker and a smoking ceremony
- An painting was purchased to hang in the school from an Aboriginal parent who is a local artist
- Aboriginal students who were achieving below grade standard in reading and numeracy were provided with 1:1 tutoring session throughout Term 4, 2016 to bring them to grade standard
- Aboriginal students from Stage 3 attended a Gosford City learning Community initiative to develop their leadership and public speaking skills
- Students from Point Clare participated in NAIDOC celebrations at Henry Kendall High School as part of the learning community initiative



Multicultural Education and Anti-racism

The integration of Multicultural Perspectives has been a focus area of HSIE units across all Stages,

with teachers' programs demonstrating a commitment to inclusion of these perspectives.

- The whole school celebrated Harmony Day with performances and activities highlighting various cultures from around the world. The goal of developing students' knowledge, skills and attitudes of the world's diverse cultures was achieved as students participated in a range of activities. One student won a state Harmony Day Competition
- Commemorative assemblies and participation in related activities occurred for Anzac Day, Remembrance Day, NAIDOC and Reconciliation Day
- Extended Harmony Day celebrations to include greater community input and further impact through class based activities.

Other school programs

Student Leadership

During 2015 six new student leadership positions were introduced to provide greater opportunity for students to develop leadership capacity. The new role, entitled Technology Leader, required students to apply for one of the positions with an Expression of Interest. All interested Year 5 students were able to apply during Term 4, 2014, with the Deputy Principal leading the executive team to select the six leaders. They provide assistance to students and teachers with regards to technology as required and also manage the technology at formal assemblies.



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 sport as well as regular stage based fitness programs.

The school provides 2 hours of structured physical activity each week for all classes. This year all Kindergarten to Year 2 students were actively engaged in a gross motor skills program based around developing hitting, catching and throwing skills

The school entered Primary Schools Sporting Association (PSSA) teams in cricket, softball, football, rugby, netball and touch football. A number of students were selected to represent the school in district, zone and state teams. The school also participated in the Peninsula Gala Days for a number of sports.

The school held Swimming and Athletics Carnivals and a Cross Country event, with many students then representing the school at higher levels. Point Clare won the Zone Swimming Carnival, the Zone Cross Country Carnival and the Zone Ball Games Carnival.

Debating

Stage 2 and Stage 3 students are provided with the opportunity to participate in school debating. Mrs Wilson led the school debating team, consisting of Year 5 and Year 6 students to success once again, with our team of students being Division winners.

Environmental Education and Sustainability

Throughout 2015, the school environment program continued to flourish with the support of a small band of parent and community volunteers. Some of our activities are listed below:

- “Clean Up Australia Day” was celebrated with a school clean up on 27th February.
- Recycling from classrooms was collected weekly by Year 6 students.
- Rumbalara Schools Sustainability Forum was attended by two teachers.
- “Earth Hour” was celebrated on Friday afternoon, 27th March with school lights out and links to online videos.
- We participated in the Gosford Council “Green House Program” based on the 7Rs. Four students won awards for their projects.
- Rumbalara Environmental Education excursion to Girrakool was organised by Stage 2. Stage 1 visited the ‘Walkabout Wildlife Park’ and Stage 3 participated in ‘Water Watch’ activities organised by Water Watch NSW.

- “Wise About Waste Day”, 3rd June. Stage 2 students completed activities provided by Karing Eco Garden representatives. Two students from ES1 & S1 classes attended a lesson on recycling by Remondis. Volunteer classes completed a Waste Audit. Selected students buried a “Rubbish Time Capsule” which was later dug up to investigate decomposition.



School Music Program

Under the guidance of Mrs Ricketts and with the assistance of a parent volunteer, the school ‘rock’ band flourished, performing at school assemblies and various events, concluding with a very popular performance at Carols Night.

Mrs Ricketts also conducted and trained the excellent school primary choir, performing at the learning community performing arts night (PAN), local community and school events.

The drumming group, led by Mr McNeill and consisting of Year 6 students continued to succeed with outstanding performances at PAN night and a range of school events.

