School context

Collaroy Plateau Public School (CPPS) had an enrolment of 597 students at our 2013 census date. 322 boys and 275 girls were enrolled across K-6, allowing us to form 24 classes. Our students come from a range of ethnic and socio-economic backgrounds. Collaroy Plateau Public School is supported by an active and involved parent community.

Principal’s message

2013 has been an extremely successful year for the students, staff and parents of Collaroy Plateau Public School. It is with great pleasure that I present the 2013 Annual School Report as a celebration of “Excellence”; in academic, creative and performing arts, technology and the sporting arena.

Collaroy Plateau Public School continues to provide the highest quality education for students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Our highly qualified and dedicated staff work together to ensure that students strive for their personal best through enriched quality teaching and learning programs in stimulating and supportive environments. Specialist support programs assisted students experiencing difficulty with their learning, whilst experienced staff provided enrichment and extension for our high achieving students.

In addition to these quality classroom programs, a variety of additional learning experiences and opportunities were provided to the students of CPPS. These learning experiences/extra-curricular activities included Music, Drama, Gym, Science, Chess, Art, Robotics, award winning Dance and Band Programs, Debating, Public Speaking, Choir, Leadership Development, Peer Tutoring, Mathletics, Excursions, Incursions, Camps and the introduction of Reading Eggs. We also participated in the Premier’s Spelling Bee, Premier’s Reading Challenge and Northern Sydney Film and Drama Festival and First Lego League State and National Competition. We are extremely proud of the positive feedback we always receive about our students when they are in the public arena for their behaviour, participation and enthusiasm during these events and experiences.

One of the many reasons for our successes in 2013 was the strong partnerships between our parents, wider school community and teaching staff. We thank the P&C, its various sub committees and our volunteers for their time and tireless efforts in supporting the school and financially supplementing our Support Teacher Learning Assistance program.

During 2013 we saw the laying of artificial turf in Years 3-6 playground, Stage 2 and 3 of K-2 playground improvements, replacing of bubblers and taps and installation of new bubblers near the school hall, purchase of 16 ev3 Dancing Robots, 17 iPads and CPPS went wireless.

A special thank you and goodbye to Mrs Kim Fitzgerald, who after many years of teaching, retired at the end of Term 2. We thank Mrs Fitzgerald for her continued dedication and service to the children she taught during her career and wish her every happiness in her retirement.

I commend and thank the students, dedicated teaching and administration staff, parents and wider school community for their commitment, teamwork and care throughout 2013. The achievements included in this report would not be possible without your continued support.
It has been a very rewarding year and I look forward to a successful 2014, which builds on our 2013 partnerships of learning and outstanding achievements.

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.

Mrs Suzanne Trisic - Principal

P & C message

The last 12 months has been a good year for the P&C thanks to the many hardworking volunteers who support our programs.

The Social Committee has once again excelled with a range of fantastic events and fund raising activities during the year. We are on track for another very strong fund raising year. As a result the P&C will be in a position to support a number of initiatives over the next 12 months. On behalf of all the parents and kids at the school, I would like to say a big thank you to everyone involved with arranging events and fund raising.

The Uniform Shop has been going through a year of change. I would like to thank the previous management team – Deb Allam and Tash Howell – as well as the new team lead by Kaye Chan. While there have been some teething problems associated with the change, the current sub-committee and volunteers are managing to keep the shop open without the need for a paid manager – which helps keep prices under control.

The Canteen has also started a new era. Special thanks to our long standing manager, Teena Middleton, who has resigned from the role. Going forward the P&C will be looking to add to the sub-committee and appoint a replacement for Teena.

As usual, the Dance and Band programs had very successful years. Both of these programs continue to be very popular and I think provide a great educational extension for our children. Thanks to Alex Hopkins for leading the Dance sub-committee and Jo Riccioni & Lorna Horsnell for leading the Band sub-committee.

As with all volunteer organisations, the successful operation of the P&C relies on every individual who is able to find the time to attend P&C meetings, to be active with Dance or Band, to help in the Canteen or Uniform Shop or on the BBQ at Bunnings or on Election Day. So thanks to everyone who plays an active role with the P&C.

On the P&C executive I would like to acknowledge the help and support of Jo De Vries and Sarah Sandilands. The effective functioning of the P&C during the year is largely due to their constant work for the P&C.

After 4 years in the President’s role (including filling the vacancy over the last year) I think it is time to hand over the duties to another parent. I have enjoyed being part of the P&C “team” – it is a great way to stay connected with the school. I would like to stay actively involved in the P&C and offer my support to our new President, Mr Kim Blacker. Thanks to everyone who has helped me over the last 4 years.

Andrew McKee- P&C President
Student representative’s message

We have had an amazing year at CPPS. We have participated in leadership camps which helped us improve our leadership skills, such as being good role models, taking on responsibilities and many more.

We went on several different excursions, our favourite being Canberra. It was our last camp together and we made the most of it by conquering our fears and going outside of our comfort zone. It brought every Year 6 person together as one and showed us how close we are.

Our last year has been the best year at Collaroy Plateau so we would like to thank Mrs Trisic, Miss Williams, teachers and our peers. We hope you all have a great 2014 and wish you all the best.

Tamsyn Martin and Riley Smith- School Captains

Student information

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Student enrolment profile</th>
<th>Student attendance profile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 2008</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>96.2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<tr>
<td>6</td>
<td></td>
<td>95.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>94.4</td>
</tr>
</tbody>
</table>

Our attendance in 2013 is above both the region and state attendance averages.

Management of non-attendance

Collaroy Plateau Public School has an excellent attendance rate and this is managed by marking and overseeing class rolls as per DEC requirements. Parents are requested to provide a note when their child is absent from school and complete a DEC exemption form for extended periods of absence.

Where the school is concerned about the attendance of an individual student, parents will be contacted and strategies put in place to improve the situation. This may include referral to the Home School Liaison Officer (HSLO).
Workforce information

Workforce composition

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

At Collaroy Plateau Public School, no member of staff is of Aboriginal or Torres Strait Islander cultural heritage.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>20</td>
</tr>
<tr>
<td>RFF Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34.1</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>23</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>31</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>413331.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>267109.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64895.44</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>309356.94</td>
</tr>
<tr>
<td>Interest</td>
<td>12976.42</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12841.15</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1080510.79</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 31566.82   |
| Excursions                | 37143.74   |
| Extracurricular dissections| 115816.83  |
| Library                   | 6814.34    |
| Training & development    | 448.92     |
| Tied funds                | 51461.41   |
| Casual relief teachers    | 78465.52   |
| Administration & office   | 108650.08  |
| Utilities                 | 57343.92   |
| Maintenance               | 39833.07   |
| Trust accounts            | 10073.11   |
| Capital programs          | 46070.67   |
| **Total expenditure**     | 583668.43  |
| **Balance carried forward**| **496822.36**|

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Collaroy Plateau Public School enjoyed another highly successful year in 2013. Our students excelled in all areas of school life. We are extremely proud of our academic, welfare and extra-curricular programs which are supported by enthusiastic and dedicated teachers.

Empowering Local Schools National Partnership

Collaroy Plateau Public School received funding under this Commonwealth Initiative in 2012/3. This has resulted in changes to our financial and information management systems.

As a result of this additional funding we have undertaken a number of significant programs and initiatives including:

- Purchase and implementation of iPads into classrooms ($7500);
- Improving communication between parents and the school through online resources ($500);
- Electronic tracking of student information ($1600);
- Office equipment to implement new business systems ($8500);
- Administrative staff training and development ($2500);
- New electronic bell system ($7000).

Academic achievements

NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Year 3 students at Collaroy Plateau Public School achieved excellent results in literacy.

An analysis of our data shows that 89% of students achieved Band 4 or higher in reading, compared with 68% of the state.

In Grammar and Punctuation, 88% of our Year 3 students attained Band 4 or higher, outperforming the state average of 72%.

Our Year 3 writing results were also fantastic, with 78% of students achieving Band 5 and 6 in comparison to the state’s achievement of 50.2% of students achieving Band 5 and 6.
In Numeracy, 90% of our Year 3 students were placed in Band 4, 5 or 6 in comparison to 64% of the state.

86% of students achieved Band 4 or higher in reading, compared with 62.3% of the state.

Our Year 5 Spelling results were excellent. 84% of students achieved in Band 4 or higher, with 22% achieving Band 6. This compares to the state average of 13%.

84% of our Year 5 students were placed in the top three bands, compared to the state average of 61%.
57% of students were placed in Band 4 or higher, compared to 48% of students across the state. This is a good result but will be a teaching focus in 2014.

Other achievements

Significant programs and initiatives

Music
The K-6 Music Program continued in 2013, taught by Mrs Lorelei Morris. The main objective of this program is to give children an overview of the history of music, elements of music theory, music appreciation, movement, vocals and performance using tuned and untuned instruments.

Choir
The Junior Choir was involved in the 2013 PCS Music Festival at Pittwater High School. Children from Years 4, 5 and 6 performed an individual item “The Crocodile Opera” involving instrumental, vocal, drama and dance elements. The Junior and Senior Choirs also performed at Dee Why Grand, Young Speechmakers, ANZAC and Remembrance Day assemblies. The last performance of the year was a combined Christmas performance with the adult Sing Australia Collaroy Choir at the War Veterans’ Retirement Village.

Numeracy results in Year 5 were outstanding, with 90% of students achieving in the top three bands. 39% achieved a Band 8.
ICT

ICT at CPPS in 2013 embedded a range of programs which aimed to develop higher order thinking skills and problem solving strategies for all year levels from K-6. The programs developed, take into account the 21st Century fluencies for global digital citizenship.

Students were engaged in creating Claymation films, which integrated themes researched in classrooms. Two productions received the Claymation Award at the ArtsNorth Film Festival recognising students’ talents.

All students from K-6 were given the opportunity to explore NXT robot programming and each stage had various challenges to overcome. This year, our Robotop 2.0 team competed in the First Lego League tournament and qualified to participate in the Nationals. The Robotops 2.0 team achieved the Simplex Award for the innovative idea to assist bushfire rescue personnel.

Students also participated in Multimedia programs with photography and Virtual Worlds where they explored game design and programming. The aim for ICT at CPPS is to continue to extend students’ knowledge in computational thinking and explore new options to facilitate creativity.

Sport

2013 saw yet another great year of sporting achievements at Collaroy Plateau Public School. Records were broken in school carnivals and we had a high participation rate at Northern Sydney Regional level.

Highlights include:

- Swimming, athletics and cross country carnivals which encouraged students to do their personal best, with Koalas winning the overall point score at the swimming, and the Wallabies taking out the overall points at cross country and athletics.

- Collaroy Plateau were runners up at the Pittwater Zone Athletics Carnival, and won on handicap.

- Lexie Pickering and Hannah Fawle represented Sydney North in hockey, with Lexie being selected for the State Hockey team.

- Allysa Whitby represented Sydney North in Tennis and Zane Dunford in Rugby League.

- Mackenzie Brus and Zachery Gardner represented Sydney North at the State Athletics carnival. Zachery was unable to progress to the Nationals due to the minimum age requirements.
Easter Hat Parade

Our Kindergarten, Year 1 and Year 2 students participated in the Easter Hat Parade. The students worked with their Friendship classes to design and make an Easter hat to wear for the parade. Many parents came to watch as the students paraded their Easter hats to our audience in the school hall. The students had lots of fun (and so did the teachers)! Following our Easter Hat Parade, our parents joined us for morning tea in the Bush Garden which was a lovely time to share in the excitement of Easter.

K-2 Athletics Carnival

Our K-2 students had a very enjoyable morning at the Athletics Carnival. The students ran in their age race as well as competing for their house team in rotational activities such as ‘sack races’ and ‘fancy dress’. The parents cheered all the CPPS students on as they did their best and had lots of fun! The Mums’ and Dads’ race was very popular and led to some very competitive parents taking part. The students loved watching their parents join in and overall it was a very successful morning.

Walkathon

Our Walkathon was held to raise money for the families who lost their homes or possessions in the dreadful fires in the Blue Mountains, purchasing new bubblers for the students to use in the school playground and updating our current taps to install water saving devices.

As always, it is a highly anticipated fundraising event. The students walked for a total of an hour, averaging approximately 10 laps for K-2 students and 20 laps for 3-6 students. The school community were there to support their children and cheer them on as they walked their laps around the oval at Plateau Park.

To end the event, students received a deserving ice block at the park before they walked back to school to have morning tea. Thank you to all the parents who supported the students on the day as well as the enthusiastic teachers who cheered from the sideline. It was a very rewarding day, raising $12,732.05.

Performance Dance 2012-2013

We had an enthusiastic 222 students taking part in Performance Dance this year. Our 3 dance teachers, Hope Bell, Emma Kohonen and Amy Gough choreographed 8 fantastic dances of which the Year 3, 4, 5, 6 Girls, Senior Boys and Junior Boys groups performed at both the Sydney Opera House and the Northern Beaches Eisteddfod.

In the Sydney Eisteddfod at the Opera House, the Senior Boys, Junior Boys and Year 4 Girls groups were awarded Highly Commended! At the Northern Beaches Eisteddfod, Year 4 Girls were awarded 1st place, Year 5 and Year 3 Girls were awarded 3rd place, and Junior Boys were awarded Highly Commended. Congratulations to all of our Performance Dance students.
Thank you to our enthusiastic Dance Committee, CPPS teachers and our talented students, for another successful year of Performance Dance at Collaroy Plateau Public School.

**Band Program**

2013 was another very successful year for our School Bands under the direction of Ms Kylie Tyson. There were approximately 100 children involved in the band program which comprises a Training, Concert and Performance Band. In Term 4, another 30 students from Year 2 joined our New Recruits band program.

Highlights this year included our Training and Concert Bands receiving a Silver Award at the Yamaha Music Festival. Our Performance Band also represented us proudly at the City of Sydney Eisteddfod. Our Band Camp was once again held at The Collaroy Centre and was enjoyed by all. The talent of our young musicians was obvious from their outstanding solo and small group performances at this year’s Showcase Evenings, which were both well attended by the school community.

**Science**

This year with inspiration from the Peninsula Community of Schools our school embarked on a new approach to Science. In Term Two a group of 20 Stage 2 students formed a Science Group. Led by a Stage 2 teacher they investigated and experimented in many different areas of Science. Collaroy Plateau were also involved in the PCS Science Fair which enabled them to present their investigation and ideas to 13 other primary and high schools. We attended The Youth Eco Summit held at Homebush, where the students attending not only developed their scientific knowledge but became aware of the environmental challenges our world faces today. Science Club at Collaroy is continuing on into 2014 and beyond!

**Public Speaking**

We had a successful year in Debating, entering a Year 5 and a Year 6 Team into the Premier’s Debating competition. We were unlucky to miss out on a place at the Northern Sydney Regional finals due to a count-back.

Each year students are encouraged to enter the Multicultural Perspectives Public Speaking Competition. Mathilda Richardson and George McKee represented Collaroy Plateau in the Junior Section and Patrick Blacker and Natasha Trevena in the Senior Section. The competition consists of a prepared speech and an impromptu. The topics can be quite challenging but our students rose to the occasion and presented wonderful speeches in both sections.

**Aboriginal education**

Aboriginal education perspectives continue to be integrated in Key Learning Areas such as English, HSIE and Creative and Practical Arts. The Aboriginal Education and Training Policy is implemented to provide quality teaching and learning experiences and ensure protocols are met.

In collaboration with the other Peninsula Community of Schools (PCS) members, our students participated in a range of activities to celebrate NAIDOC week. This included the Melaleuca Moonlight celebration at Wheeler Heights Public School.
Drama

This year we have had a very productive and exciting year of Drama at Collaroy Plateau Public School. Year 4 entertained us with 3 Revolting Rhymes, Year 5 made their own movies and Year 6, 2 and Kindergarten performed at Christmas.

In Drama Club the year started with 25 children performing an original script entitled ‘Fed up, Feathered and Furious’ at the Arts North Festival of Drama at NIDA. This was a story of bouncing back and building resilience involving the Pigs and Angry Birds. The Drama Club went on to perform a very enjoyable production of Peter Pan in November. Next it was the annual trip to the Arts North Film Festival with a film called ‘The Revenge of the Onesie’ which received an award for costume design.

Multicultural education

Multicultural perspectives are incorporated into classroom programs and supported through targeted initiatives operating across the school. We held a successful Harmony Day celebration in which all students worked with their Friendship Class on a range of activities to promote diversity and difference.

A number of students participated in the Multicultural Perspectives Public Speaking Competition. Each of these speeches must contain multicultural content which is presented in a balanced manner.

Peninsula Community of Schools (PCS)

Collaroy Plateau Public School is one of 13 schools that form the Peninsula Community of Schools (PCS) which was initiated at the beginning of the 2007 school year. The PCS has developed a collaborative learning community that has pooled the resources of their three local high schools and ten area primary schools to partner with each other and with Macquarie University to provide students with new and dynamic learning opportunities.

PCS initiatives for 2013-2015 include technology enabled schooling, science, literacy and social digital literacy, professional learning, innovative practice and building social cohesion and participation. These initiatives will be addressed through strategic partnerships, shared governance and quality communication structures.

Student Leadership

Throughout 2013 our school prefects participated in a range of initiatives to build their leadership capacity. These included the Northern Sydney Region Leadership Camp and the PCS leadership workshops.

2013 was another successful year for our Student Representative Council (SRC). Class representatives from K-6 attended meetings to recommend potential changes in the school across a range of issues. The SRC also co-ordinated a number of fundraising events during the year, including a Bushfire Relief Appeal and Stewart House fundraiser.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent/caregiver, student, and teacher satisfaction

Bounce Back program

At the end of 2013 students, parents and staff were surveyed about the Bounce Back program which was introduced this year. The following responses were collected:

92% of students agreed with the statement “I can bounce back after feeling disappointed (eg. Not being selected for a PSSA team, not coming first in a race, not being chosen first in a game)”. 88% of students agreed that “Bounce Back has taught me to try something again when I have failed at it before”.

Of the parent respondents, 55% believed that the Bounce Back program had been valuable, with a further 45% indicating they were unsure at this point in time. 47% of parents report seeing an increase in their child’s resilience this year. Responses gathered from parents included “Bounce Back provides the children with fantastic tools to help them deal with many different scenarios. It also provides an opportunity for children/teachers to discuss any issues that may need exploring”.

All teaching staff were surveyed on the Bounce Back program and indicated it was a practical program to teach. 100% of teachers were able to use ideas raised in Bounce Back lessons to deal with classroom issues. 74% of teachers noticed positive changes in their students since teaching the program.

Mathletics parent survey

The Numeracy focus team sought input from parents on the Mathletics program which is currently used as part of homework across the school. 92% of respondents are happy to continue with Mathletics in 2014 and believe it consolidates their child’s learning. 95% of parents indicated their child/ren are self-motivated to complete their Mathletics homework.

Parent satisfaction

Parent satisfaction surveys were distributed to all families K-6. It is evident from these surveys that the parent community believes the school has strong welfare programs and provides students with a safe and caring environment. Respect, Responsibility and Personal Best are taught and promoted according to the parent responses received. The vast majority of parents indicated that the new school award system has been effective in recognising student achievements.

Areas for further investigation and improvement according to parents are gifted and talented education, explicit teaching of higher order thinking skills, improvement of school grounds and more shaded play areas and communication between parents and teachers. These areas will be addressed by the School Improvement team in 2014.
Teacher satisfaction

100% of staff believe all students can be successful and believe student success is regularly celebrated in the school.

All staff members indicated they enjoy teaching at Collaroy Plateau Public School and feel a sense of loyalty towards the community.

86% of staff believe communication is effective in the school.

School planning 2012-2014: progress in 2013

Every year in Terms 3 and 4, school data from many sources is examined and agreement on improvement targets for the next year are set. These targets are aligned to the School Plan 2012-2014.

Targets

Target 1- Spelling

To increase student growth in spelling by 3% in 2013 as measured by NAPLAN and for 90% students in K-6 to achieve competency in phonics and phonemic awareness on the Literacy Continuum K-6 by the end of 2013.

Our achievements include:
- The implementation of a revised Scope and Sequence K-6, aligned to the new English K-10 syllabus;
- An increase in expected spelling growth from Year 3 to 5 from 58% of students in 2012 to 82% of students in 2013;
- The Spelling Focus Team analysing pre and post data using a range of methods, including the Literacy Continuum;
- All staff participating in teacher professional learning activities around spelling led by a range of K-6 teachers;
- Teaching programs showing evidence of explicit teaching strategies for spelling;
- Teachers becoming more confident in the teaching of spelling and collegial discussion around this taking place in grade meetings, including assessment in relation to continuum cluster markers;
- All students K-6 being tracked on the Literacy Continuum at various points during the year. This new practice indicated that we did not meet our set target of 90% of students achieving competency at the required level. This will therefore remain a focus for teaching programs and professional learning in 2014.

Target 2- PBEL

To implement the Bounce Back program to support Positive Behaviour Engaging Learners (PBEL) at Collaroy Plateau Public School.

Our achievements include:
- Development of a draft K-6 Bounce Back Scope and Sequence and teachers delivering a Bounce Back lesson each week during Semester 1;
- Purchasing current Bounce Back resources. These will now be supplemented by additional recommended resources in 2014 due to the success of this program;
• Students displaying greater resilience in classroom and playground situations as reported through a student survey;
• 93% of parents able to identify student welfare programs delivered across the school when surveyed at the end of 2013. This will continue to be an area of focus in 2014 to ensure all members of the school community are familiar with our student welfare programs.

**Target 3- Sport**

To further develop sport programs across the school to improve students’ basic sporting skills and engage students in a range of sporting activities.

Our achievements include:

• Employing *Sportspro* to teach sports skills to students in Years 3-6 and to explicitly teach gymnastics skills in a systematic way across the school;
• The Sports Focus Team evaluating current programs K-6 and ensuring these are engaging for students;
• Purchasing additional sporting equipment to ensure clinics for Years 3-6 are targeting a range of sports skills and providing opportunities for students to develop and demonstrate their skills;
• Developing teacher professional learning activities in sports skills development to be delivered in 2014.

**School priority areas for 2014**

The following priority areas have been identified for 2014:

**Target 1- Writing**

To improve the quality and standard of children’s writing across the school in all types of texts, as identified in the new English K-10 syllabus.

Strategies to achieve this target include:

• Children will write daily;
• Students are given regular, consistent feedback about ways to improve their writing;
• All staff participating in professional development workshops focussed on creating depth in writing;
• Writing assessment rubrics aligned to DEC Literacy Continuum created by each stage group and used across K-6;
• Students are given the opportunity to self and peer-assess writing tasks using developed writing rubrics;
• Teachers mark writing work samples together to ensure consistent teacher judgement across year groups and stages.
• Implementation and familiarisation of the new English Curriculum programming tools and resources such as ‘Program Builder’ and ‘Scootle’.
Our success will be measured by:

- 70% of Year 3 students achieving in the top two bands in Writing;
- 80% of students achieving expected growth in writing between Years 3 and 5;
- A bank of writing assessment rubrics created and stored on the Teacher drive;
- Collegial discussion and sharing of best practice in teaching writing is evident in grade meeting minutes;
- Improved consistent teacher judgement when assessing writing across year groups and the whole school.

**Target 2- PBEL**

To build a supportive and positive whole school culture through the continued implementation of the Positive Behaviour for Learning (PBEL) and Bounce Back programs.

Strategies to achieve this target include:

- Continue to develop a common understanding amongst staff, students and the community;
- Increased communication about PBEL to parents;
- Implement school expectations of Respect, Responsibility and Personal Best in classroom settings;
- Review and develop systems for staff, students and the community to discourage inappropriate behaviour;
- Development of lessons using the 3 expectations to target identified areas in the school for improvement;
- Explicit teaching of Bounce Back program across K-6 with improved communication of its content to parents;
- Review of Student Welfare Policy by staff, students and the community.

Our success will be measured by:

- Our School Student Welfare Policy being updated and published;
- All classrooms displaying expectations of Respect, Responsibility and Personal Best;
- PBEL-based signage developed and erected around the school;
- Staff using more consistent language and strategies when using positives reinforcement strategies and discouraging inappropriate behaviours;
- Increased numbers of Gold and Platinum Certificates being awarded to students in Years 3-6;
- A 20% reduction in office referrals for inappropriate behaviour.
Target 3: Empowering Local Schools with a focus on Learning Management & Business Reform (LMBR)

To implement the Resource Allocation Model (RAM) of finance and to train all staff to be able to effectively implement LMBR systems, including Student Wellbeing.

Strategies to achieve this target include:

• Provide information to parents and community;
• Facilitate professional learning to be provided for teachers and administration staff through web-based models of self-paced learning;
• Review practices in student administration, student management and finance;
• Facilitate data entry into LMBR by providing administration time and support;
• Investigate roll marking, gathering of attendance data, timetabling and centralised reporting as features of LMBR;
• Utilising finances and student management procedures to review local school-based decision making and structures.

Our success will be measured by:

• Parents being able to effectively use new payment systems;
• Teachers participating in professional learning activities around electronic roll-marking and student wellbeing information systems;
• Administration staff being trained in new student administration and management systems;
• Local-based decisions which benefit the school’s teaching and learning programs and financial management.

Professional learning

Professional learning for teachers at Collaroy Plateau Public School was aligned to the school’s management plan, our 2013 targets and mandatory training required by the DEC. This was provided through weekly professional learning meetings, staff development days and external courses.

In 2013 a significant proportion of teacher professional learning time was dedicated to the implementation of the new English K-10 syllabus. Staff participated in a range of modules developed by the DEC and additional opportunities were available through PCS workshops and Regional network meetings. All teachers participated in professional learning around effective teaching strategies to improve students’ achievement in spelling.

The PCS once again organised professional learning across the community of schools, offering staff the opportunity to choose workshops of personal interest. This included a combined Term 2 Staff Development Day where staff enjoyed a presentation by Michael McQueen on “The New Rules of Engagement”.

Collaroy Plateau Public School currently has four teachers working towards accreditation with the NSW Institute of Teachers. In addition, our aspiring leaders are participating in professional learning to build their leadership capacity.

In 2013, the DEC allocated $8065.85 for the implementation of the Australian Curriculum.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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