



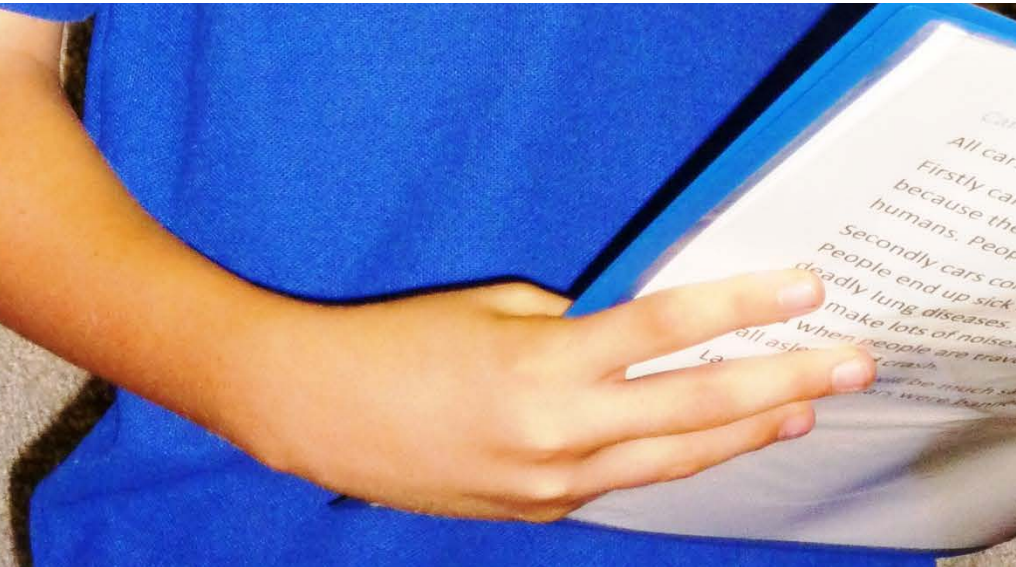
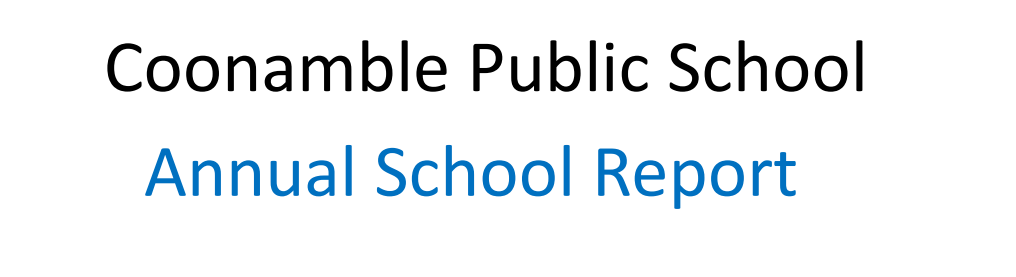
Education & Communities

Public Schools NSW

1631

2012

Coonamble Public School
Annual School Report



Our school at a glance

Students

205 students were enrolled in classes from Kindergarten to Year 6 and 41 students were enrolled in our Pre-School. 89% of enrolments identify as being of Aboriginal descent.

Staff

In 2011 there were 15 permanent teaching staff and 8 temporary teachers employed at Coonamble Public School. (CPS) These teachers included the Principal and 3 Assistant Principals, and other teachers who filled classroom positions, release teacher positions, librarian positions and STLA positions. The school also employed 2 permanent Aboriginal Education Officers (AEOs), 2 General Assistants (Gas), 12 School Learning Support Officers (SLSOs) and 3 SASS staff.

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

Significant programs and initiatives

C.P.S. is supported by a number of initiatives including:

- DEC Pre-School
- Early Learning Hub
- Priority Action School (PAS)
- Priority Schools Program (PSP)
- Country Areas Program (CAP)
- Reading to Learn (R2L)
- Maths Matters and Teaching Early Numeracy
- DEC Aboriginal Education Resource Teacher
- 2 DEC support classes
- National Partnership (NP) Low SES
- Positive Behaviour for Learning (PBL)

Student achievement in 2012

Literacy – NAPLAN Year 3

Thirty four students participated and 72% of students achieved bands 1 -3 for Reading and 8%

achieved band 6. 33% achieved bands 3 and 4 for Writing and 16% were in the top three bands for Spelling. In Grammar and Punctuation 58% achieved bands 1 and 2 and 16% achieved bands 4 to 6.

Numeracy – NAPLAN Year 3

Thirty four students participated and 19% of students achieved bands 3 and 4. 12% of students achieved band 4 for Number, Patterns and Algebra and 76% achieved bands 1 and 2 for Data, Measurement, Space and Geometry.

Literacy – NAPLAN Year 5

Thirty two students participated and 12% of students achieved bands 6 to 8 for Reading. 60% achieved bands 4 and 5 for Writing and 80% achieved bands 3 to 5 for Spelling. In Grammar and Punctuation 20% of students achieved bands 5 to 7.

Numeracy – NAPLAN Year 5

Thirty two students participated and 30% of students achieved band 3. 22% achieved bands 5 to 6 in Numeracy. 96% of students achieved bands 3 to 5 for Number, Patterns and Algebra and 26% achieved band 5 for Data, Measurement, Space and Geometry.

Messages

Principal's message

Coonamble Public School strives to provide a strong foundation for lifelong learning. A continual effort is being made to improve teaching and learning so the needs of a diverse student population are met. Students' learning in literacy and numeracy is emphasised within a quality learning environment. The school receives support from Priority School Funding Program (PSFP), Priority Action School (PAS) Country Areas Program (CAP) as well as National Partnerships. The school has a dedicated staff committed to providing a safe, supportive and caring environment. Students welfare is driven by the Positive Behaviour for Learning strategy where all students practise being respectful, safe learners. Coonamble Public School has two support classes catering for students with special learning needs. Coonamble Public School has continued to move forward with community partnerships that have

been strengthened by programs through our Early Learning Hub.

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.

Toby Morgan

Principal

P & C message

In March the P & C gave a cheque of \$100 to Jordy Andriske and Brody Jordan to assist them compete in Sydney at the PSSA State swimming championships.

We also donated \$5000 to the school to help with the cost of excursions K – 6.

We held a fete which was a great success due to the staff from CPS and the P & C getting everything organised for the big day. We banked over \$9000 from the event.

We would like to wish Mr Morgan all the best for the future and thank all the parents that helped out with the P & C. We hope for a better year next year.

Tracy Proctor and Natasha Alderton

P & C President and Vice-President

Student representative's message

We've enjoyed leading Coonamble Public School as the School Captains for 2012.

We have had many experiences this year that have allowed us to set a good example of our school motto "to learn and serve". Also, through our PBL system, we have encouraged students to become respectful, safe learners.

This year we attended the Young Leaders Conference in Sydney along with Vice-School Captains, Riley Fernando and Markita Thurston. We had the opportunity to listen to other people tell their inspirational stories about leadership.

We also represented the school at many ceremonies and functions including the laying of wreaths at the ANZAC and Remembrance Day services.

We found that communication was an important aspect of our job; running morning assemblies, writing the leaders report for weekly assemblies and reporting to the community about school events.

We wish to thank Mr Morgan, all the staff at our school and our parents for all of the support they have given us over the past seven years.

All of Year 6 will miss Coonamble Public School and all of our younger friends.

Mitchell Browne and Emilie-May Peters

Schools Captains

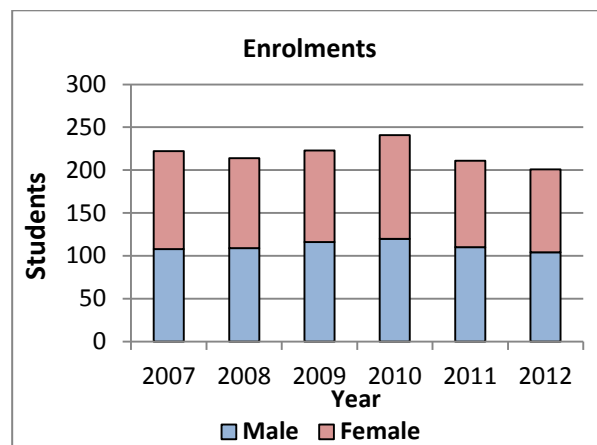
School context

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

Gender	2007	2008	2009	2010	2011	2012
Male	108	109	116	120	110	104
Female	114	105	107	121	101	97



Student attendance profile

Year	2008	2009	2010	2011	2012
K		78.4	85.4	85.7	83.9
1		86.2	81.9	85.7	86.0
2		83.2	88.1	85.4	85.5
3		85.8	85.4	87.1	81.2
4		80.8	87.6	89.7	87.1
5		82.7	82.9	88.0	85.3
6		90.1	86.0	84.0	85.6
Total	83.9	82.8	85.1	86.4	84.8

Management of non-attendance

Attendance continued to be a major focus for Coonamble Public School. In 2012 school processes were further reviewed and refined. Staff monitored attendance closely at Professional Learning meetings and in some cases set goals for their class. All classes had a reward scheme in place based on positive attendance. The reward and process for achieving the award varied from room to room. In 2011 the school's overall attendance rate was 84.65% and at the end of 2012 it was 86.2%, this is an improvement of 1.55%. A pick up program was also run designed to pick up habitually absent students on a daily basis. At weekly assemblies prize vouchers were also handed out to the class with best attendance and with the most improved attendance, with prizes going towards end of year class parties. An end of year attendance party was organized by the attendance committee at the town pool for those students who had achieved attendance of 94% or over.

Roll class	Year	Total per year	Total In class
KG	K	16	16
KR	K	18	18
1M	1	25	25
2H	2	25	25
3M	3	19	19
34W	3	11	20
34W	4	9	20
4S	4	21	21
5H	5	25	25
6P	6	22	22

Staff information

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

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Staff establishment

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Primary Teacher	5.0
Primary Part-Time Teacher	0.3
Primary Teacher RFF	0.336
Primary Teacher Librarian	0.4
Primary PSFP Scheme	0.2
Pre-School Teacher	1.0
Pre-School Teacher RFF	0.084
Primary SS Teacher of IM Class	1.0
Primary Teacher of MC Class	1.0
Primary SS Teacher Learning Assistance	1.5
Primary SS Teacher of Reading Recovery	0.315
Primary Student Support RFF	0.168
Primary SS Aboriginal Teacher	1.0
Primary General Assistant Scheme	0.4
Primary Aboriginal Education Officer	2.0
Primary School Administrative Officer	0.622
Pre-School School Administrative Officer	0.2
Primary School Administrative Manager	1.0
School Learning Support Officer Pre-	1.0
Primary School Learning Support Officer	1.0
Primary School Learning Support Officer	1.0
Total	23.525

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

6 permanent staff identify as being of Aboriginal descent. The school employs a number of temporary Aboriginal staff in a variety of roles, such as SLSOs, SAS Staff and GAs.

Teacher qualifications

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

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Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	38%

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
Income	\$
Balance brought forward	\$434650.50
Global funds	\$223936.72
Tied funds	\$420232.22
School & community sources	\$52880.27
Interest	\$20198.66
Trust receipts	\$14016.05
Canteen	\$0.00
Total income	<u>\$1165914.42</u>
Expenditure	
Teaching & learning	
Key learning areas	\$12289.65
Excursions	\$12708.95
Extracurricular dissections	\$28267.17
Library	\$1282.05
Training & development	\$0.00
Tied funds	\$482332.13
Casual relief teachers	\$12343.73
Administration & office	\$78859.60
School-operated canteen	\$0.00
Utilities	\$58511.28
Maintenance	\$23722.77
Trust accounts	\$13504.59
Capital programs	\$0.00
Total expenditure	<u>\$723821.92</u>
Balance carried forward	<u>\$442092.50</u>

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

Achievements

Arts

Radio Program

Coonamble Public School students have continued to make their weekly visit to the radio station where they inform the Coonamble community about school happenings and share some of their work. This has enabled students to develop pride in their achievements, showcase their literacy skills and develop some confidence when speaking publicly. It has provided a real world situation where students appreciate the importance of developing fluency and expression in reading. Almost every student has had the opportunity to participate during the year.

Choir

The infant's choir has grown to approximately 20 children who attend a choir lesson each week.

Throughout the year we have learnt ten songs have performed at the Easter Hat parade, the school fete and presentation day. The children love singing and have grown in confidence when performing.

Sport

2012 has been yet another outstanding year in sport for Coonamble Public School. This year many students have represented our school at zone and regional levels in swimming, cross country and athletics. The school was also represented at state level in swimming. This year saw a return of students competing in a number of horse sports events representing the school with pride.

Teams were entered into various PSSA knockout competitions in the areas of netball, cricket, soccer and rugby league. Each of these teams trained hard with the help from staff and community members.

The girl's netball team improved throughout the year after being knocked out of the PSSA competition in the first round. They competed extremely well at the Far West Sports Academy and Jenny Wright Shield Gala days with some impressive results. The boy's cricket team played

well during their competitions proving themselves to be a hard team to beat. In the PSSA soccer competition the team made it through to the third round where they travelled to Glen Innes and played well. The rugby league team were successful in reaching the regional semi-finals against Tenterfield. The boys played with determination but unfortunately went down in the dying minutes. This result placed them in the top 48 teams in the state. We also had 3 teams play in the Peachey Shield Gala Day and the open team competes at the Ricky Walford and George Rose Gala Day in Walgett.

We have had 2 students represent Coonamble Public School at State level in swimming in 2012, these were Brody Jordan and Jordy Andriske. This is a wonderful achievement for both the boys and Coonamble Public School and we would like to again congratulate these students.

On behalf of Coonamble Public School I would like to extend a big thank you to all the students who have represented their school this year and to all the staff, parents and community members who have supported the school in the area of sport for 2012.

Jenny Wright Shield

On Wednesday 8th August, a pumped up Coonamble Public Netball team consisting of Emilie-May Peters, Markita Thurston, Shania Hopgood, Killara Darcy, Jade Rae, Kylah Astill, Savannah Fernando and Kiarna Smith travelled to Walgett to compete in the 14th annual Jenny Wright Shield. The girls began the day with great team work and a strong defence and attack to win the first game 8-2 against Goodooga. This was followed by five more wins with scores of 19-0 against Gosford, 9-2 against St Josephs, 5-1 against Walgett, 11-0 against Boggabilla and 4-3 against Lightning Ridge. This impressive feat placed the girls at the top of their pool which meant they would face the second St Joseph's team in the final. The girls again played with great sportsmanship and skill but unfortunately were not successful. However this did not take away from their undefeated efforts throughout the day. A special congratulation goes to Kylah Astill who won a trophy for best defence in the grand final game.

Far West Netball Competition

On Wednesday 30th May, Coonamble Public School's Year 5/6 and Year 3/4 netball teams came together at the football grounds for the annual Far West Netball competition. The 5/6 girls played 7 twenty minute games while the 3/4 girls play 4. Each game the girls tried new positions and faced different challenges from the opponents who came from various towns around our region. The girls played well in all their games but unfortunately lost all but one 5/6 game. A huge thankyou goes to Joanne Lee and Chantelle Dixon who gave up their time to umpire our games on the day. Thanks also to Hayley Astill who coached the 3.4 team and to all the parents who came and supported the girls on the day and who helped out in the canteen. Days like these would not happen without the support of our parents and the community. Congratulations again to all our girls and we look forward to doing it all again next year!

Zone Cross Country

On Friday 1st June, thirty-one Coonamble Public School students travelled to Quambone for the Zone Cross Country. We started the day by walking the track so that everyone would know where they had to run. The eight and nine year olds started off the day, followed by the tens, elevens and twelves. All students put in a good effort and there will be seventeen of our students qualified for the Regional Cross Country which was run last Friday in Coolah. From all reports, students put in a great effort on the day!

Academic

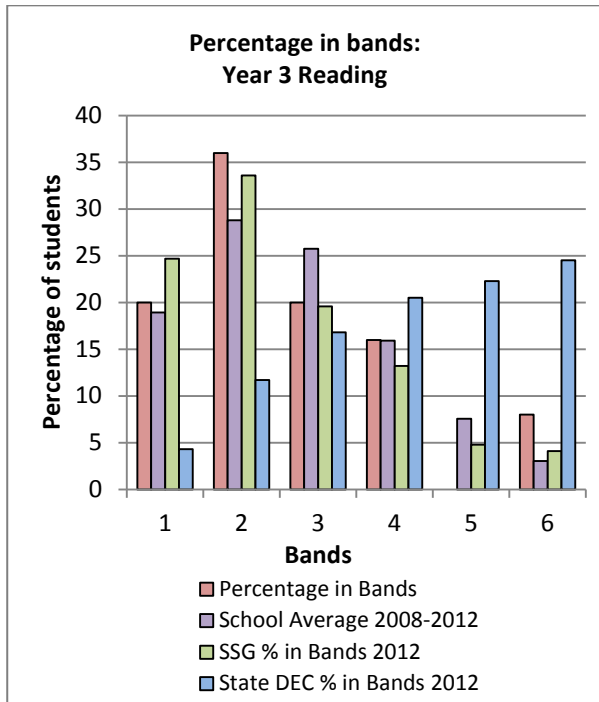
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

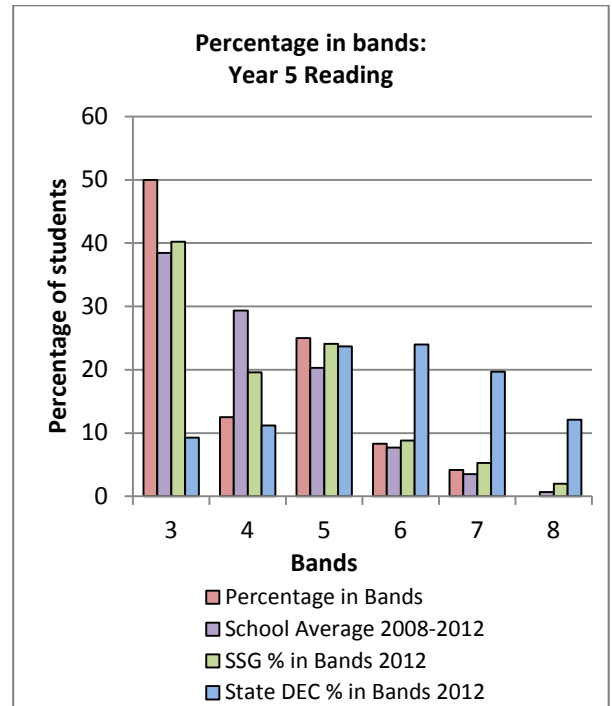
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

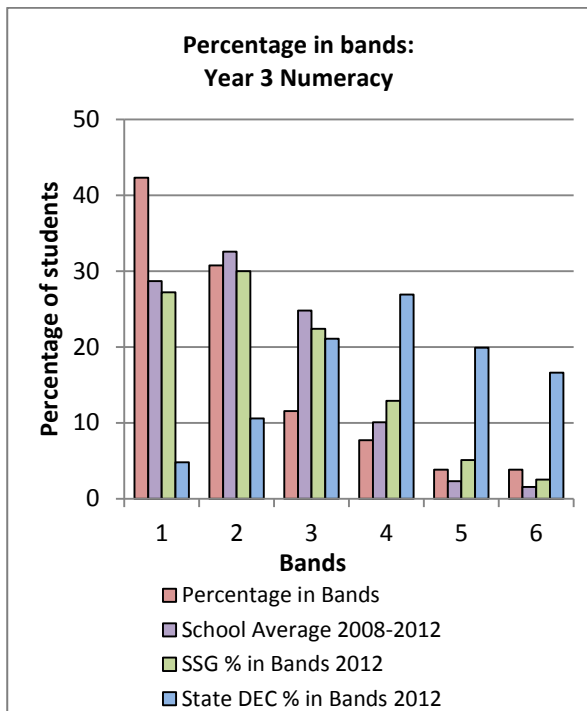
Reading – NAPLAN Year 3



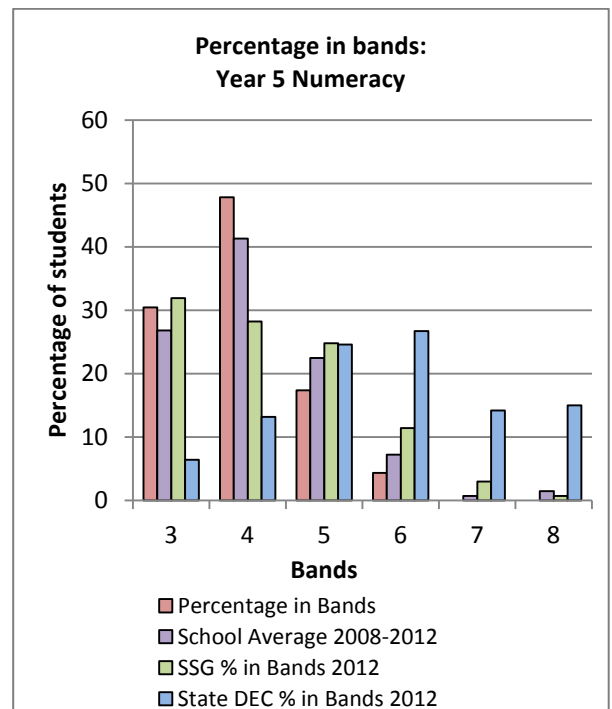
Reading – NAPLAN Year 5



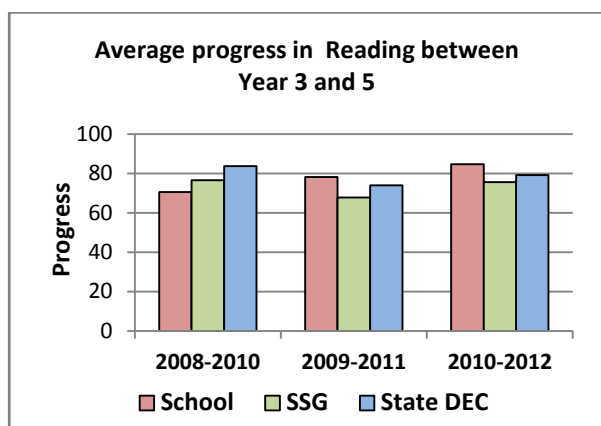
Numeracy – NAPLAN Year 3



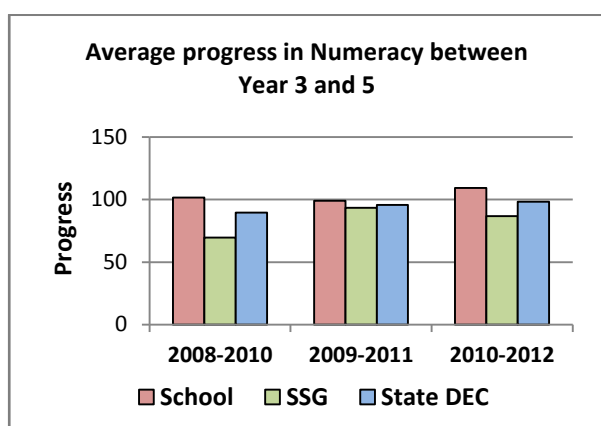
Numeracy – NAPLAN Year 5



Progress in reading



Progress in numeracy



Academic Success for Two Students

The Western NSW Region Virtual Selective High School Provision, (*xsel*), connects students from across the region into a selective strand covering English, Mathematics and Science using sophisticated technology and personal contact to deliver the curriculum. Students are enrolled both in the selective school (*xsel*) and also in their local secondary (base) school; meaning that they can access a challenging academic program without leaving home and friends to do so.

xsel provides teaching and associated support of English, Mathematics and Science, while the base school will provide the rest of the school curriculum and extracurricular activities. *xsel* programs, teaches, assesses and reports in English, Maths and Science KLA's. Students do not attend these subjects in their base school. Each base school will provide a supervised learning space where the student will go for their *xsel* lessons. Each time English, Maths or Science

appears on their base school timetable, students go to their allocated *xsel* learning space and participate in the *xsel* program using the laptop supplied by *xsel*. In this way, *xsel* connects via technology the gifted and talented students from across the region.

The students of *xsel* receive daily lessons (known as 'synopsps' -synchronous opportunities) delivered in real time by their *xsel* teachers. Students will be in small groups and use their inbuilt webcam and microphone to connect into the virtual classroom.

Students will also have access to the *xsel* moodle website. It is at this site where students download weekly activities and assignments and upload their completed tasks for marking. The *xsel* Moodle also has discussion forums, wikis, blogs and archival recordings of the *xsel* synopsps. The full use of digital technology means students can fully participate in classes delivered by expert teachers from another location. Teachers and students communicate daily via email as well, which gives each student the individualised attention to support their individual learning needs.

Teachers are selected on merit from across the region and work in both *xsel* and their base school. Teaching in virtual modes and other *xsel* activities are conducted from the teacher's base school.

Each term, the *xsel* students meet for a residential camp. This is an opportunity for the students and teachers to interact face to face and carry out a range of educational activities.

To gain entry into *xsel*, students need to have very high academic ability. From the 199 students who sat the exam, only 30 were selected for *xcel* in 2013, making it a very prestigious group of students. Mitchell Browne from Coonamble PS and Katrina Wiatkowski from St Brigid's both received an offer of placement and are the first students ever to take up a place of an offer at Coonamble HS.

In its third year, *xsel* could be a fantastic opportunity for Coonamble HS and the community for students to stay in the local community, amongst family and friends while also accessing a challenging academic program through the selective school program, *xsel*.

Transition: An Improved Plan!

In a bid to improve the process in which students from Coonamble PS transition to Coonamble HS, staff from both schools endeavoured to work collaboratively to ensure a smoother transition for both staff and students.

As part of the Coonamble PS School Management Plan, a certain percentage of the budget was allocated towards a high school Science teacher programming and teaching at the primary school. Miss Rebecca Carroll began teaching Science and Technology to Stage 3 in term 1 of this year. This allowed students to build a better relationship with staff from the high school, for staff from the high school to have a greater understanding of the students' social and academic abilities and it also enabled staff from both schools to observe different teaching practices.

The transition process took a further step in Semester 2 when staff from both schools met for a planning afternoon. Science lessons with Miss Carroll would continue whilst HSIE and Maths lessons would also be added to the timetable. The three subjects were chosen so that students would benefit greatly from their time at the high school while maximising student learning. Mathematics has been an integral part of the planning as Stage 3 classroom teachers and Stage 4 Maths teachers have been taking part in Maths Matters training, a regional initiative which aims to improve student outcomes, with a particular focus in number.

Term 3 culminated with the presentation of student projects at the high school a couple of weeks ago. During the term, students worked individually and in small groups to build a house to scale that was environmentally sound. One of the highlights of the project was an excursion to "Tyrone" to complete activities about the decisions that were made when planning and building the house, such as the position of the house, installation of solar panels and back-up energy systems, to name a few.

For the first time, Year 5 students took part in the transition process which caused a bit of a stir amongst some staff from the high school and some of the parents from the primary school. 54% of parents didn't think that Year 5 should be involved in transition, whilst 56% of the students

from the primary school thought they should. The decision to include Year 5 was made because of the composite 5/6 class and the fact that the high school has stage classes. Whether it continues in 2012 is undecided.

Year 6 students from Quambone PS and St Brigid's will join the transition program this term with more new and exciting activities. Even though transition to high school has been implemented for many years, such an approach has never been taken.

Transition is again in the School Management Plan for 2012, with improvements to certain areas. Both schools hope it continues to develop in its success.

Preschool Transition

All preschool children were involved in ongoing transition activities through the year. Children visited the library used the school equipment, the canteen and fed the chooks. Activities such as cross country, NAIDOC day, Maths day and athletics carnival also included the preschool children. Students from Year 4 visited preschool at recess to play with and answer questions about school. In term 4 the children used the playground at recess and each Wednesday visited the school and discovered about people, places and learning in a variety of classrooms. The Kindergarten teachers for the following year did playground duty at the preschool and taught lessons during the school visits.

TEN

Students K-2 were involved once again in the Targeting Early Numeracy Program (TEN). Teachers provided daily differentiated activities to support the numeracy learning needs of every student in their class. Students participated in small group activities, often supported by technology and games, focusing on addition and subtraction. We reduced the number of target children in Kinder from 63% to 0% and in Year One from 70% to 25%.

R2L

Reading to Learn was used across K-6 in the literacy session. Throughout the year a variety of text types were taught to the students that integrated reading, spelling, handwriting and

writing. Students benefitted from activities such as highlighting key words, identifying spelling patterns, manipulating sentence structure and using good quality pieces of writing to help them produce their own.

Significant programs and initiatives

Education Week 2012

Education Week was celebrated last week at Coonamble PS with three of the Key Learning Areas (KLAs) being addressed.

A school Spelling Bee final was held for the first time at the school. Each year, the school sends two students each from Stage 2 and Stage 3 based on their results. This year, Coonamble PS stepped it up a notch with a semi-final being held in each classroom for a place in the final. The students chosen to compete in Dubbo at the Premiers Spelling Bee at the end of the term will have several factors taken into account, including ongoing assessment plus their ability to compete.

Wednesday was the major day of the week. The Maths Olympics, organised by the maths committee was a fun day of mathematics and activities including: Paper Aeroplane Throwing – measuring length of distance; Water Run – measuring capacity of a bucket filled by a teaspoon; Cube Net – working out how many nets a cube has; Mintie Rip – measure the length of the wrapper; Maths Trivia – maths related questions and 2D Shape Monster – create an artwork from 2D shapes. Students had to dress in their countries colours and be on time to each activity to accumulate extra points. A medal ceremony and parade of countries culminated a fantastic day.

Stage 3 participated in a visiting science day on Thursday with lightning and electricity demonstrations and experiments. One experiment being so loud, it scared visiting parents to the school.

Thank you for the support we received during Education Week. Thank you also for the continuous hard work and dedication of the staff at Coonamble PS.

Excursions

Kindergarten Excursion

In Week 8 of term 3 Kindergarten visited Dekoda Jackson's grandparents' farm just outside Coonamble. The students toured the shearing shed, watched the tractor plough the paddock, collected the eggs and had the opportunity to pat baby piglets, lambs, puppies and chickens. The students also got to look at the vegetable garden and the fish pond. Before the students had to return to school, they played in the sheep yards and signed the shearing shed wall.

1S Excursion

Our Year One students from Coonamble Public School ventured on a 3 km walk through the Dandry Gorge in the Pilliga Scrub last Wednesday. They impressed their guide with their excellent knowledge of the sculptures as they had been reading and writing information reports in Reading to Learn. The mosaic pieces named Mother and Child were very popular.

Touching a snake, kangaroo, echidna, quoll, skulls and more, was a highlight at the Pilliga Discovery Centre, even if they were not alive!

A sausage sizzle lunch and DVD on the bus trip completed the day. We are sure the trip has inspired many future artists!

Year 2 visit Western Plains Zoo

Last term Year 2 from Coonamble Public School travelled to Dubbo on Phil Grey's big bus to visit Taronga Western Plains Zoo. The first animals we got to see were the Spider Monkeys and the Ring-Tailed Lemurs. We then got to see the baby Giraffe that was only 3 weeks old, it was the size of a baby foal. It was running around with its mother playing games. We even made it to the feeding of the Otto's. They were swimming around in the water waiting for the zoo keeper to give them a treat. There were 3 elephants on display, 2 Asian elephants and 1 African elephant. They were very big. We even got to see the Siamang Monkeys. The baby monkey was clinging to its mother, it was very hard to see. The baby was only 4 weeks old. They put on a show for us by making a very loud noise, throwing the baby around and climbing the ropes. We all enjoyed watching the Siamang Monkeys. We then moved onto see the Galapagos Tortoise. The baby

tortoise was only 3 months old and was the size of our hand spread out. It was on display through a glass window. The adult tortoises were bigger than us, they were huge.

Stage Two Coonamble Public School students visit the Warrumbungles

On Thursday 6th September a bus load of Year Three and Four students from Coonamble Public School students as well as some very keen parents travelled to the Environmental Education Centre at the Warrumbungles as part of our unit about National Parks. We split into two groups when we arrived and while one group walked to the Visitors Information Centre to learn about the history of the Warrumbungles, the other group walked to a beautiful area where they painted ocre on their faces. They then walked up the steep lava flow to view the wonderful landscape of the National Park. After lunch one group went dip netting for yabbies, boatmen and leeches while the other group identified creatures they found in the leaf litter as well as having a go on the energy bike. We stayed the night in the Warrumbungles where we went spotlighting for nocturnal animals but unfortunately only one group were lucky enough to spot animal. The following morning we travelled to Whitegum Lookout where we were shown some of the uses of the flora found in the area. We then continued on our way back to the Education Centre to swap activities. Coonamble Public School students should be very proud of how well they represented themselves and our school while out in the community.

Year 6 Canberra Excursion

Students from Coonamble Public School have recently undertaken an educational tour of the national capital. While on this tour they participated in a variety of educational programs focused on Australia's history, culture, heritage and democracy.

During the week long excursion, students visited: Parliament House, where they were lucky enough to catch a glimpse of Julia Gillard and Tony Abbott; The National Museum; The National Gallery, taking in the enormity of Jackson Pollock's Blue Poles; The Australian War Memorial, where students were told stories of young men and women who have given their lives to fight for our country; CSIRO Discovery and

Questacon, a seven level interactive science centre. Students showed respect and enthusiasm throughout the excursion, especially at Zone 3 Laser.

The Australian Government recognises the importance of all young Australians being able to visit their National Capital as part of their civics and citizenship education. To assist in meeting the cost of the excursion the Australian Government contributed under the Parliament and Civics Education Rebate (PACER) program. toward travel expenses incurred.

CAP Technology Camp

On Thursday the 19th of July, 8 students from Coonamble met the bus at 6:30am to travel to Lake Keepit for the Cap Technology Camp, attended by approximately 70 students from surrounding schools. They arrived at Lake Keepit Sport and Recreation Camp where they were put straight to work.

The first activity of day 1 was QR Reading. The students were given several codes which they read using Ipods. These QR codes held questions that were related to the ancient Olympic Games and even the teachers were bamboozled by some of the answers. They were also given a map of the world and using the Ipod QR readers had to find the place and date that various modern Olympic Games took place and label them on the map.

After lunch the Coonamble children went to Claymation. They were asked to make a movie using clay characters which they had to create. They enjoyed making the clay characters, producing backdrops and making props. A great deal of effort was put into moving the clay characters slightly between photos before producing the final product.

The evening meal was fantastic for camp food and was followed by a great night of Olympic activities. The children were put into teams made up of children from all the other schools. Some of the activities included indoor high jump, long jump, javelin and shot put. After a fun packed night it was time to go to bed before another day of difficult but interesting work.

The final day was spent learning to use the Photoshop program. After learning some pointers about good photography, we adjourned to the

outdoors to take some interesting shots. Later these photos were altered with scratch art and other editing tools contained in the Photoshop program.

Finally the entire group of technology gurus gathered for a presentation of work and prizes. It was time to make the long trip home (via KFC at Gunnedah). The kids enjoyed learning about computer technology and interacting with all the children from the other school.

Life Education Van

The Life Education Van visited the school again during August. Healthy Harold was ready to deliver students quality lessons promoting a healthy and active lifestyle. Students learned that there are healthy choices that they can make including what they eat and activities that can help to keep them fit. Older students discussed the importance of using prescription medication properly and avoiding other harmful substances. Students are developing the knowledge and skills to make healthier choices.

Aboriginal education

The Aboriginal Education Committee which consisted of 8 staff members, met for three terms every fortnight. Throughout the year they set priorities, improved the PLP process and organised NAIDOC celebrations.

Twice in 2013, parents and caregivers had the opportunity to meet with their child and class teacher to set goals for the year. 100% of students in Term 1 had a PLP and parents surveyed found the experience worthwhile.

NAIDOC was once again a well attended community celebration. Children had the opportunity to play Indigenous games, paint a library bag with an Aboriginal print and have their faces painted with ochre.

Staff were present at each AECG meeting held in 2013. The school consulted with the AECG on a variety of topics and kept the committee up to date with school happenings.

Staff received professional learning in cultural awareness and 8 ways.

The school employed 12 Aboriginal workers in 2013.

National partnership programs

2012 was the fourth year that Coonamble PS was included in the National Partnerships Low SES initiative. The aim of this program is to put procedures into place that will be sustainable for years to come, and not just improve results in the years that the program runs. The school is provided with additional funds to use in the manner they deem most effective in increasing the Literacy and Numeracy skills of the students. This also includes increasing attendance rates and improving technology skills. In 2012 NP Low SES funds were used to:

- *Purchase additional Literacy and Numeracy resources to be used in all classrooms,
- *Join with other schools to release a position at DP level to facilitate professional learning focused on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing,
- *Employ an Aboriginal School Administration Officer to work in the administration area of the school,
- *Employ an SLSO to support the implementation of speech and OT programs for individual students based on screening,
- *Join with other schools to release a Connected Learning position at AP level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice,
- *Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks, and
- *Provide AP's with additional release, and employ 3 temporary teachers, to act as mentors and to oversee the implementation of Quality Teaching in everyday classroom practice.

Other programs

The school is a **Country Area Program (CAP)** school and funds were used to enhance curriculum in several ways:

- *Two tutors were employed to focus on improving the literacy standards of a number of students. Both tutors had been previously trained in the Reading to Learn process hence they supported the implementation of R2L whilst working with targeted students.
- *A number of Year Five students attended the Technology Camp held at Lake Keepit. As a result of this students had the opportunity to

experience how technology can be used in a variety of ways.

*The school continued its commitment to supporting enrichment opportunities for students through subsidising travel for curriculum linked excursions.

Each year our school receives support from the **Priority Schools Program** and is a **Priority Action School**. (PSP and PAS) In 2012 this support was an additional \$34,000.00 and \$140,000, as well as an extra teacher staffing allocation for one and a half days per week. The funding was used to support the progress of the school in striving to achieve Literacy and Numeracy targets by enhancing student engagement and participation in school. It also enhanced partnerships among school, parents and caregivers. In 2012 a number of strategies had a positive effect on student engagement and enhanced partnerships they included:

*A literacy project co-ordinator was employed, once again, to organise and promote literacy throughout the school community. Tasks included organising and maintaining the school's home reading and Holiday Reading Is Rad programs, attending weekly assemblies to photograph award winners for the school's TV monitor in the main office area and for the photo album on the front desk. Compiling the school's annual magazine and writing regular newspaper

articles about school and student achievement was also a key focus for the project co-ordinator.

*Funds were used to support the school captains and prefects attending the Young Leaders Conference in Sydney. A total of eight students attended.

*Quality teaching was enhanced by staff meeting in stage teams during school hours to plan and produce lessons and resources that facilitated greater student engagement, particularly in the areas of literacy and numeracy. These team planning sessions lead to whole school improvement and enhanced curriculum access.



Progress on 2012 targets

Target 1

To increase school attendance rates from 84% in 2011 to 86% in 2012.

Our achievements include:

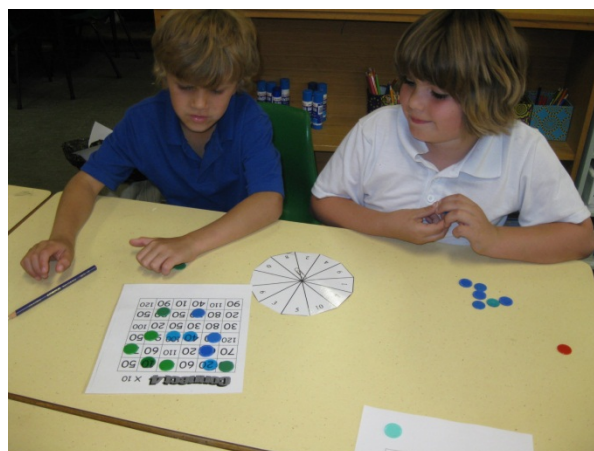
- attendance procedures were reviewed and either consolidated or changed to assist in the achieving of the target,
- the attendance team was reformed at the start of the year to ensure that positive strategies were in place in all classrooms and at the whole school level to improve attendance,
- staff was re in-serviced on attendance procedures, and
- kinderGo was conducted in the infant classrooms during Term 3. Again this increased the dialogue between students, staff and parents.

Target 2

At least 22% of Year 5 students will achieve Band 5 or higher in Reading.

Our achievements include:

- NAPLAN data demonstrated that 38% of Year 5 students were placed in Band 5 or higher, and
- Year 5 girls are 44 scale scores above the state average growth in the test aspect of Reading.



Parent, student, and teacher satisfaction

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

Their responses are presented below:

All children should be entitled to learn to their own capacity.

Morning assemblies should be shorter to maximize learning opportunities.

Equipment around the school needs to be improved.

Students should have more input into the running of the school.

Children would benefit from a greater emphasis on CAPA.

More Aboriginal tutors should be employed at the school.

Professional learning

During 2012, staff who were absent for parts of 2011 completed the Reading to Learn modules. All infants staff undertook comprehensive training in the Targeted Early Numeracy Program (TEN), whilst Stage 3 teachers and support staff combined with Stage 4 from the High School, had professional learning in Maths Matters. All staff completed ongoing training in using Ipad and Ipad technology in the classroom staff. Preschool staff completed modules in The Early Years Learning Framework, as well as attending the Indigenous Early Childhood Conference and two Early Childhood conferences in preparation for the new regulations. The PBL team completed training to implement the strategy in our school and the whole staff completed the Non Violent Crisis Intervention beginning or refresher course. Staff and stage meetings consisted of professional learning in Quality Teaching, guided reading, Spelling, Asthma and Autism.

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

80% of K-2 students with attendance 86% or above will reach their expected level on the EAS aspect of the numeracy continuum.

2013 Targets to achieve this outcome include:

- Quality Teaching elements evident in teaching programs and learning environments.
- assessment data is tracked and informs teaching programs,
- the literacy session consists of Reading to Learn and guided reading, and
- the employment of 3 (2.2FTE) additional teachers and an SLSO to incorporate Multilit in classrooms.

Strategies to achieve these targets include:

- continued Professional Learning in implementing the QT framework,
- use lesson studies and/or lesson coding as a means of professional development,
- implement R2L and guided reading K- 6,
- use the Literacy Continuum K-2 to guide assessment and teaching, and
- implement MULTILIT for identified students Years 2-6.

School priority 2

Outcome for 2012–2014

Increase the school attendance rate from 84.65% in 2012 to 86% in 2013.

2013 Targets to achieve this outcome include:

- increase Term 1 attendance in 2013 as compared to Term 1 2012,
- improve or maintain attendance rates in Terms 2 and 3 2013 as compared with Terms 2 and 3 2012, and
- decrease suspension rate in 2013.

Strategies to achieve these targets include:

- continue with bus pick up program to encourage habitually absent students to attend school,
- employment of a Community Liaison Officer,
- regular meeting of attendance committee, and
- continued application and Professional Learning of correct attendance procedures.

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 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>