



# Coonamble Public School Annual School Report 2014



## School context statement

Coonamble Public School (CPS) is a comprehensive school with an enrolment of approximately 215 students, including 91% Aboriginal students. Coonamble has a population of approximately 3000 and is situated in a rural context approximately 160km north of Dubbo. The school is part of the Connected Communities strategy and is committed to providing a broad, high quality education for all students through a diverse, relevant curriculum with a focus on student and community engagement. The school is well resourced with interactive whiteboards in all classrooms as well as connected classrooms. A culture of collaborative leadership teams, shared decision making and supportive Positive Behaviour for Learning exists. There is a strong focus on improving literacy and numeracy outcomes. Active partnerships are established between the school and the community.

## 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

Gender	2008	2009	2010	2011	2012	2013	2014
Male	109	116	120	110	104	116	113
Female	105	107	121	101	97	111	102



## Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	78.4	85.4	85.7	83.9	87.1	87.2
	1	86.2	81.9	85.7	86.0	85.6	87.3
	2	83.2	88.1	85.4	85.5	89.2	83.1
	3	85.8	85.4	87.1	81.2	85.6	92.4
	4	80.8	87.6	89.7	87.1	83.8	87.3
	5	82.7	82.9	88.0	85.3	91.3	87.4
	6	90.1	86.0	84.0	85.6	91.6	89.8
	<b>Total</b>	<b>82.8</b>	<b>85.1</b>	<b>86.4</b>	<b>84.8</b>	<b>87.5</b>	<b>87.6</b>
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

## Management of non-attendance

Attendance continued to be a major focus for Coonamble Public School. In 2014 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 2013 the school's overall attendance rate was 83% and at the end of 2014 it was 85%, this is an improvement of 2%. A pick up program was also run designed to pick up habitually absent students on a daily basis. An end of year attendance party was organized at Dubbo Ten Pin Bowling for the classes with the best attendance.

## Class Sizes

Roll class	Year	Total in class	Total per year
KINDER	K	13	13
KINDER2	K	13	13
1C	1	22	22
1/2D	1	11	22
	2	11	22
2M	2	22	22
3/4G	3	8	17
	4	9	17
3/4H	3	10	19
	4	9	19
3/4M	3	10	19
	4	9	19
5/6B	5	9	12
	6	3	12
5/6G	5	12	18
	6	6	18
5/6M	5	9	25
	6	16	25

## Structure of classes

To meet the educational needs of the Stage 3 student's, classes were organised three ways, a boy's class, a girl's class and a class to provide increased learning opportunities for students achieving greater results in literacy and numeracy.

## Workforce information

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

### Workforce composition

Position	Number
Executive Principal	1.0
Deputy Principal(s)	1.0
Deputy Principal(s), Instructional Leader	1.0
Assistant Principal(s)	2.0
Classroom Teacher(s)	11.3
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	0.5
School Administrative & Support Staff	2.4
Total	21.51

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

Six permanent staff identify as being Aboriginal. The majority of temporary SLSOs, SAS and GA staff identify as Aboriginal.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	40

### Professional learning and teacher accreditation

Professional learning in 2014 continued to be identified by all staff on their professional learning plans with a clear line-of site to the School Strategic Plan.

All staff, both teaching and non-teaching, engaged extensively in professional learning during the year. This happened in a variety of ways:

- Regular professional learning staff meetings and staff development days
- Attendance by staff at workshops, forums and conferences
- Online training
- Collegial planning and sharing of practice
- Lesson observations
- Professional reading

The average expenditure per teacher on professional learning, at the school level amounted to \$873.00.

Key areas related to capacity building of quality teaching and visible learning; student behaviour and welfare; Aboriginal education and student engagement; speech and language and specific needs of students.

### Beginning Teachers

Two staff members accessed the Beginning Teachers Support and received the equivalent to two hours per week release.

During this time, support was given to the teacher's to access *in-school* professional development, such as observing an experienced teacher, having individual time with a more experienced colleague to mentor and set goals which are personal and professional as part of the accreditation at the level of Proficient teacher.



## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	1114618.28
Global funds	229453.22
Tied funds	1049525.03
School & community sources	77121.98
Interest	0.00
Trust receipts	31994.61
Canteen	4145.15
<b>Total income</b>	<b>2506858.27</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	22395.90
Excursions	21511.91
Extracurricular dissections	35708.49
Library	4800.78
Training & development	10000.00
Tied funds	963997.50
Casual relief teachers	36444.81
Administration & office	124141.91
School-operated canteen	0.00
Utilities	70130.53
Maintenance	34556.32
Trust accounts	4683.26
Capital programs	980.00
<b>Total expenditure</b>	<b>1329351.41</b>
<b>Balance carried forward</b>	<b>1177506.86</b>

A full copy of the school's 2014 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 2014

### Academic achievements

#### NAPLAN

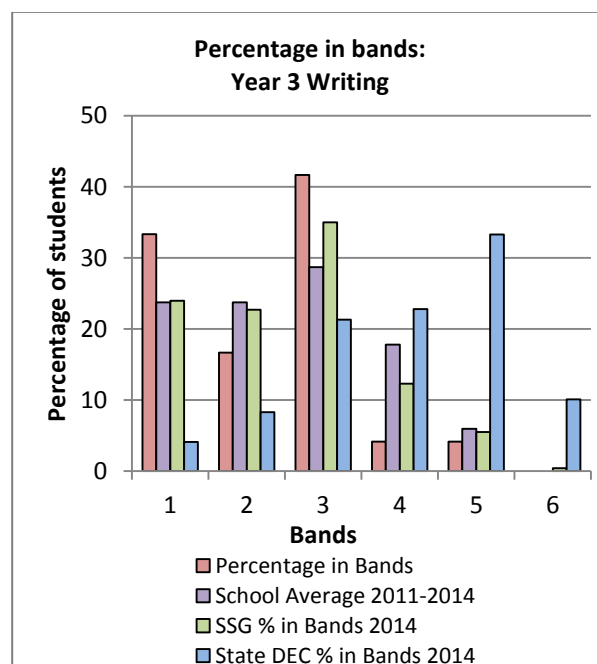
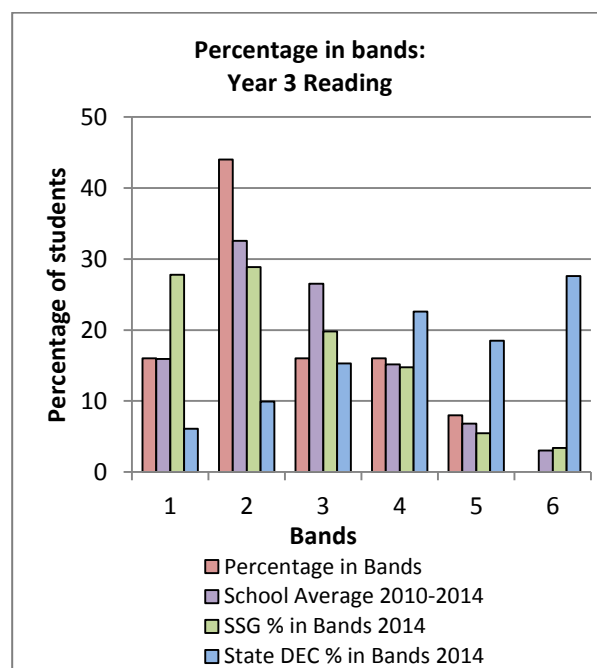
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

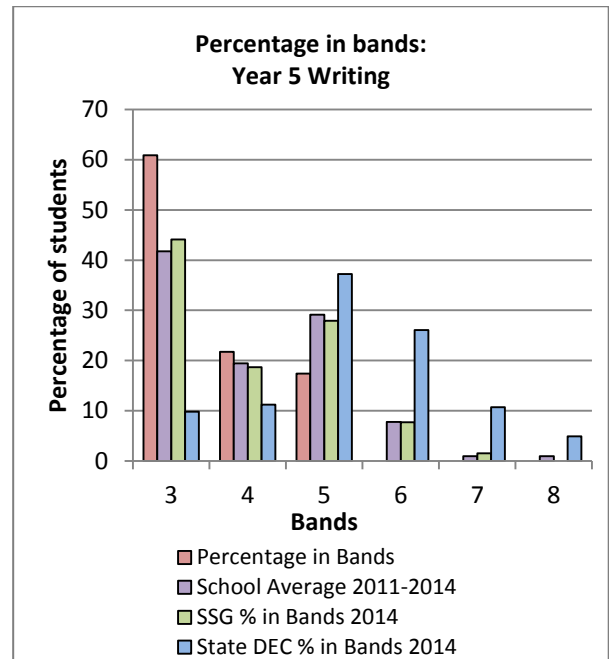
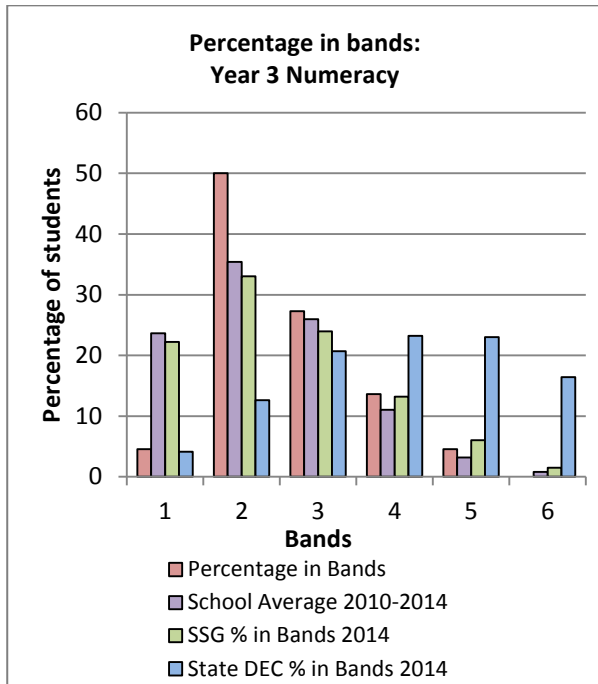
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

#### NAPLAN Year 3 - Literacy

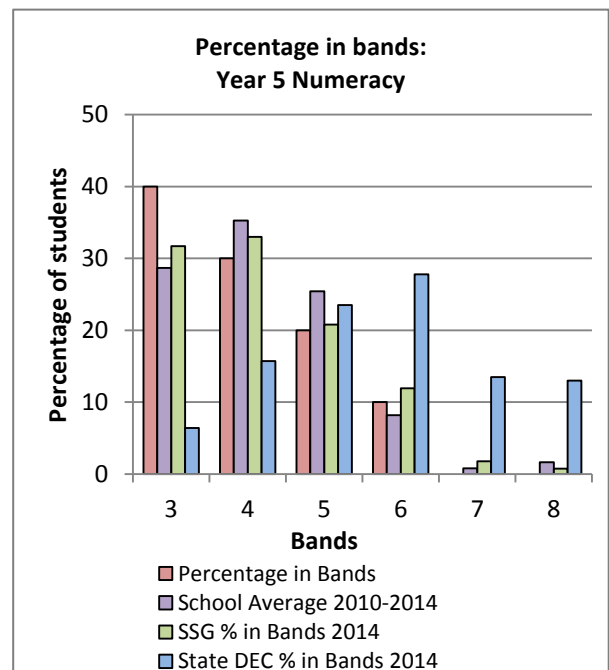
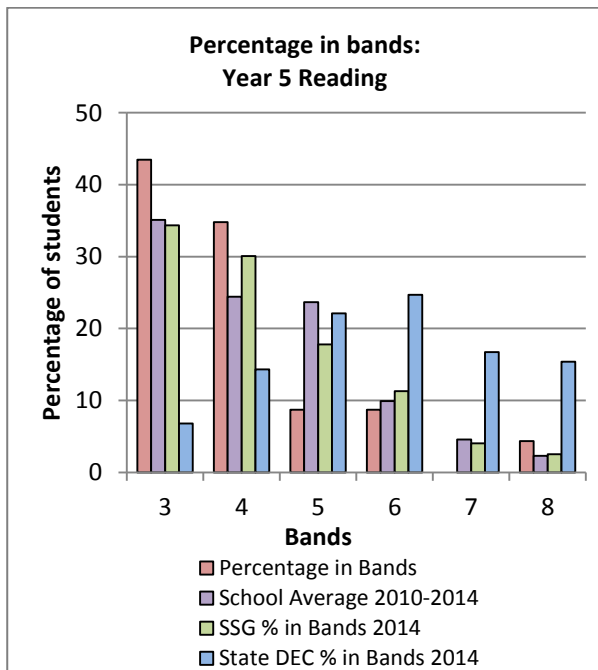


### NAPLAN Year 3 - Numeracy



### NAPLAN Year 5 - Numeracy

### NAPLAN Year 5 - Literacy





## Other achievements

### Sport

2014 has been yet another outstanding year in sport for Coonamble Public School. We have again seen large numbers of students represent our school at zone, regional and state levels. This year the school continued its participation in the PSSA knockout competitions, fielding teams in the areas of cricket, netball, soccer, touch football and rugby league with all students performing to the best of their ability. This year the school was also represented in a number of Horse Sport Competitions throughout the year.

There were many Gala Days held this year that we were invited to attend. In Netball, the girls played in the Coonamble Gala Day, Jenny Wright Shield and as a first this year, the school participated in the Netball School's Cup which is a competition where both girls and boys are able to enjoy the game of Netball.

In Rugby League, the boys participated in the Russell Richardson Cup, Peachey Shield and Ricky Walford Shield. This year was also the first time that the school has entered a team in the Warren Rugby Union Gala Day. For most of the boys this was their first attempt at playing union, with a great result of making it to the final.

Throughout 2014 the school has been fortunate to have some of the Clontarf boys and staff from the High School come across and deliver many sporting experiences to the students with the aim of aiding the transition process to High School.

Coonamble Public School was again represented at State level competitions in 2014: Brendan Draper in Cross Country; Preston Smith in Athletics and Chloe McLean in Netball. This is an extraordinary achievement for these students and we would like to congratulate them on their amazing efforts.

On behalf of the School we would like to extend our appreciation to all of the students who have represented the school this year and to all the staff, parents and community members who have supported the school in the area of sport for 2014. Without volunteering your time, dedication at carnivals and driving your children to top level events, we wouldn't be able to run such successful events and obtain such outstanding achievements.

Thank you to all, we look forward to working together to support the students of Coonamble Public School in 2015.

### Excursions

#### Stage One

Stage One visited Taronga Western Plains Zoo as part of the HSIE unit 'The Need for Shelter'. They had a lesson in the visitor centre, the zoo keepers talked about the different habitats animals live in, and they got to pat lizards, a snake, a frog and a possum. The bus drove them around the zoo while they looked at animals from all over the world and learnt about the environments they live in. Stage One enjoyed seeing different animals in their shelters and learning in an alternative learning environment.

#### Stage Two

Stage 2 travelled to Bathurst to visit the Gold Fields and the Australian Fossil & Mineral Museum. Once we arrived at our destination in Bathurst, we went Ten Pin Bowling; we really enjoyed playing against our peers, parents and our teachers. Then sightseeing around Mt Panorama, which was very cool.

The next day we visited the Gold Fields, a gold mining village which has a mine, a working stamper battery crushing ore, operative steam engines, a miner's hut, a blacksmith's forge and gold panning. Firstly, we went gold panning with Uncle Pete. We had to pan in water to find nuggets of gold, we really enjoyed this experience. Then we had a tour of the indoor museum, where Uncle Pete explained the history of gold in New South Wales, the working life of a gold miner, showing us documents from the gold rush era and minerals from around the world. We were very lucky to see a steam engine room and a demonstration of old style blacksmithing. Some of our students were fortunate to experience blacksmithing first hand, as they worked the bellows for the forge to melt some steel to make a poking stick. We then visited the Chinese temple to see how the Chinese work practices and lifestyle varied from the European miners.

We also visited the Australian Fossil & Mineral Museum, where we were surrounded by 2,000 fossil and mineral specimens. We looked at the Somerville Collection which is the finest and most

rare examples of minerals and fossils. The highlight of our visit was seeing the 10 metre long Tyrannosaurus Rex, the only one in the country. Plus several dinosaur eggs, a 40 million-year old lizard caught in amber and rare minerals.

We had a campfire where we toasted marshmallows and looked at the stars. It was very cold so we didn't stay outside long.

The next morning we started the long trip home. First stop was at the Adventure Park in Orange for morning tea and play time on the equipment. This park was awesome! We then travelled to Dubbo where we had McDonalds for lunch at the park. We then made our way back to Coonamble.

We would like to thank Mrs Jackson, Mrs Peters, Mr Nalder, Miss Benton and Mr Wrigley for coming along to our excursion and helping out when needed.



### Stage Three

Students from Coonamble Public School undertook an educational tour of the national capital, for some students this was their first Primary Excursion. 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; The National Museum; The National Portrait Gallery; The Australian War Memorial, where students were told stories of young men and women who have given their lives to fight for our country and visited the Discovery Zone where students could dress as

soldiers and experience what life would have been like in the trenches; 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.

Thank you to the community who have supported fundraising throughout the year and to those parents who came on the excursion. We also need to thank Western Medicare Local who helped with a grant to cover the cost of the bus. Without your help it would be difficult to make such an important excursion possible.



### Breakfast Program

The breakfast program began at the beginning of the 2014 school year and provides a nutritious breakfast to students each morning before school. The students are able to choose from a selection of different cereals, toast, fruit and milk. The program is supported by the Red Cross Good Start Breakfast initiative whereby Sanitarium cereals are provided to the school free of charge and other products such as milk, fruit, vegemite, honey and bread are subsidised.

Each morning two staff members are rostered on to run the program with each staff member being rostered on one or two times per term. This is an excellent opportunity for staff to interact with students that they may not see during other school days. The program also aims to develop some social skills in the students. Each student serves their own breakfast and washes up their own cutlery and crockery. Data collected from daily student sign on sheets indicates that approximately 60 students access the breakfast program each day. This means that approximately 12,000 breakfasts were served during the year.

### **Active After School Communities**

Active After School Communities (AASC) is a Department of Sport and Recreation program that Coonamble Public School implemented for Terms 3 and 4 in 2014. The program aims to provide primary-aged school children with access to free sport and other structured physical activity programs. The program is run by trained community coaches and supervised by a member of staff.

The Active After Schools program provides funding to pay coaches and supervisors and also provides funding for us to offer a free, healthy afternoon tea for each afternoon a session is run. The program also provides funding for the school to purchase some sporting equipment to support the sports being taught each term. Netball and athletics were the sports implemented during Term 3, basketball and touch football were the sports for Term 4. Based on data collected by the supervisors each session, approximately 15 students have attended the program each afternoon during these terms.

## **Significant programs and initiatives – Policy and equity funding**

### **Aboriginal education**

Throughout 2014 Coonamble Public School employed up to 17 Aboriginal staff in a variety of roles including; classroom teachers, Student Learning Support Officers, general assistants, Aboriginal Education Officers, Senior Leader Community Engagement and Executive Principal. During 2014 parents and caregivers had the opportunity to meet with their child and class teacher as part of the *Personalised Learning Plan*

process. They discussed their interests and set goals for the year, with a particular focus on heritage.

The school celebrated many significant events including NAIDOC and Reconciliation week. The students participated in class lessons as well as assemblies and whole school activities. Once again NAIDOC was a well-attended community event. On the day children had the opportunity to make and eat bush tucker, complete some art and participate in Indigenous games, dance and didgeridoo workshops. These workshops were conducted by a variety of Elders and Aboriginal community members.

Staff were present at all AECG meetings held in 2014. The school consulted with the AECG on a variety of topics and kept the committee informed with school happenings.

### **Multicultural education and anti-racism**

The school celebrated Harmony Week and regularly incorporates a perspective in all curriculum areas. The school encourages all staff to look at the many nations represented in the heritage of students.

### **Aboriginal background**

Inviting many members of the Aboriginal community, Elders and the younger generation, to deliver workshops and work alongside students, staff and other community members was funded in salaries by a significant proportion of the Aboriginal Torres Strait Islander Educational Action Plan (ATSIEAP). This correlated with NAIDOC celebrations to fund different workshops and celebrations during the week.

The Coonamble Public School shop front was set-up as a place that the school community could meet in a more relaxed, neutral environment that parents and carers might feel more comfortable to meet with staff in an informal setting.

A Youth Mentor was employed to build relationships with students, whether through conversation, sitting alongside them in the classroom or supporting them to build social skills in the playground.



## Socio-economic background

Staffing was a priority in the school's targets, as a way to support the students to achieve improved outcomes. Funding four classroom teachers allowed Coonamble Public School to create three extra mainstream classes, which were allocated to Stage 2 and Stage 3, plus an extra infants class for students who needed extra support in literacy and numeracy.

The Deputy Principal position was also an important aspect of the school funding allocation. The position which heads wellbeing supports staff and student wellbeing, working alongside the Executive Principal.

## Learning and Support

A School Learning Support Officer (SLSO) was employed to aide a student with high needs in Preschool, particularly transitioning into Kinmdergarten.

## Early Action for Success initiative

An Instructional Leader dedicated only to CPS began at the beginning of 2014. The IL works alongside teachers in classrooms and supports professional learning in groups and individually. The school receives a full time equivalent .7 allocation to support tiered interventions in literacy and numeracy with the focus of this intervention for 2014 on reading. L3 Kinder (Language, Literacy and Learning) and TEN (Targetted Early Numeracy) were programs implemented under Early Action for Success in 2014. Each class teacher had a 30 minute one on one meeting with the Instructional Leader for individualised professional learning and to analyse data. Staff meetings involving the whole infants' team were also conducted at least three times per term. Professional Learning centered on the literacy and numeracy continuums, using PLAN, the guided reading session, Read To procedures and strategies to move learners along the Early Arithmetical Strategies aspect. 58% of Kindergarten students achieved Cluster 4 in reading compared to 19% in 2013. 48% of Year One students achieved Cluster 6 in reading compared to 23% in 2013. Of the 52%

not achieved, 45% of these are only one cluster behind.

52% of Year Two students achieved Cluster 8 which maintained 2013 levels. However, only 23% of this cohort reached benchmark in 2013 and now 52% have reached benchmark in 2104 which is 29% shift.

96% of Kindergarten students reached or exceed their expected level on the EAS (Early Arithmetical Strategies) aspect of the numeracy continuum, along with 74% of Year 1 students and 82% of Year 2 students.

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Continued review of Aboriginal Education through the Dare to Lead organization.
- Student and staff surveyed through Tell Them From Me, providing data on 25 separate measures of student outcomes that can be used in a school or district level alongside academic achievement to provide a comprehensive assessment of schooling outcomes.

### School planning 2012-2014:

#### School priority 1

Teaching and Learning

#### Outcomes from 2012–2014

At least 50% of Kinder students will reach level 9 or above in reading.

At least 30% of year 1 students who are below benchmark will achieve at benchmark in reading. 80% of all students K-2 will reach or exceed their expected level on the EAS (Early Arithmetical Strategies) aspect of the numeracy continuum. Year 3 students will match or exceed a prediction of students (8%) who will achieve Band 5 or higher literacy based on Smart Data Band Predictor.

#### Evidence of achievement of outcomes in 2014:

- At least 50% of Kinder students will

- reach level 9 or above. = 58%
- At least 30% of year 1 students who are below benchmark will achieve at benchmark in reading. = 30%
- 80% of all students K-2 will reach or exceed their expected level on the EAS (Early Arithmetical Strategies) aspect of the numeracy continuum = K 96% achieved perceptual Yr 1 74% achieved figurative Yr 2 82% achieved COB
- Year 3 students will match or exceed a prediction of students (8%) who will achieve Band 5 or higher literacy based on Smart Data Band Predictor. 8% reading 4% writing 13% spelling 9% grammar & punctuation

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

- Provide differentiated classroom literacy and numeracy learning based on data, through professional learning and mentoring.
- Create quality learning environments where students are actively engaged and self regulated.
- Provide intervention K -6 for identified students.

### **School priority 2**

Student and Community Engagement

#### **Outcomes from 2012–2014**

All students will have an understanding of their cultural background and heritage

All students will have a Personalised Learning Plan

To expose all students to the strengths of Aboriginal culture through participation in a cultural activities

To expose all students, staff and parents/carers to Gamilaraay, Yuwaalaraay and Wailwan languages

To ensure the school participates in or acknowledge all commemorations and celebrations of Aboriginal and Torres Strait Islander culture

To engage the Aboriginal community into the life of the school

To expose students to a wider range of cultural experiences

Development of a school/community partnership agreement

Development of a partnership agreement with AECG

#### **Evidence of progress towards outcomes in 2014:**

- 100% of students have a Personalised Learning Plan.
- 100% of students participated in regular cultural excursions to gain a better understanding of their cultural background and heritage.
- Engagement in numerous cultural commemorations and celebrations.

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

- Have an Aboriginal language nations map in the school foyer/shop front with staff, students and visitors birthplaces identified.
- Introduction of men's and women's groups
- Employment of youth mentors
- Develop a new PLP process
- Allocate time for community visits. All teaching staff with a class allocation will be given an extra hour's RFF per week for community visits. It will be an expectation that the teacher will visit all families at least once per semester.
- All PLP's to be displayed in classrooms and can be updated after any family visit.
- Cultural installations will occur on a weekly basis for all classes and will be led by AEO Willy Ferguson
- Community class mentors will be introduced for all classes in 2014. These mentors will visit their assigned class weekly for two hours.
- Cultural groups will be introduced with local community members being sourced. They may have expertise in areas such as; dance, musical performance, bush tucker or art.
- A culturally appropriate welcome space will be developed in consultation with the Reference group and local AECG. This area will be in the garden area next to the front office at the front of the school.
- Dual signage of the school will be introduced. Classroom word lists will also be introduced into every room with the approval of a Gamilaraay language expert

- Language lessons will commence in consultation with the development of the language hub.
- Gamilaraay language resources in rooms such as; dictionaries, CD's and CD Roms
- All events listed on term board
- NAIDOC whole school celebrations
- Classroom units of work with a cultural focus
- Community involvement and engagement in activities around each event
- A shop front will be leased by the school and open daily for parents/carers to have access to the school from the main street. This will be an area that teacher's may choose to use for their community visits and will be regularly visited by the school's senior executive.
- Formation of Elders advisory group
- Coonamble Public School's Reference group will continue to meet fortnightly
- A community survey will be developed by the Reference Group and completed by as many community members as possible during Term 1 2014.
- All classes will be involved in regular incursions and excursions
- Family days/festivals will occur on a regular basis both at the school and other places in the community.
- Visiting performances
- Being involved in Moorambilla, Rodeo, Fetes, markets, Christmas Carnivale etc.
- Performance Extravaganza/School musical
- Job of the week
- Class items/newspaper/radio program
- The school/community partnership agreement will be developed with both community and staff consultation
- The partnership agreement with the AECG will be developed with local AECG consultation

### School priority 3

Welfare

### Outcomes from 2012–2014

Consolidate whole school approach to Wellbeing of staff and students

Improved access to health professionals for our students

Improve communication between community agencies and schools

Improve the nutrition of students

Student Wellbeing Policy

Staff Wellbeing

Behaviour Management whole school strategy created

Non Violent Crisis Intervention – all staff trained

Reduce the number of reported negative behavior incidents

Provide support for at risk students

Reduce the number of students with an attendance rate of 85% or less

Attain 85% student attendance by the end of 2014

Reduced number of partial attendance due to lateness

### Evidence of progress towards outcomes in 2014:

- Approximately 30% of students accessing the breakfast program each morning. Whilst the canteen menu has been amended to provide healthy and nutritional meals.
- Wellbeing Policy is complete, however, always a work in progress.
- 100% of staff have completed NVCI training.
- 3% improvement of student attendance rates of 85% or less.
- Attained 85% student attendance by the end of 2014.

### Strategies to achieve these outcomes in 2014:

- Employ a Deputy Principal Welfare [DPW] with the roles of: Learning and Support, Attendance, Behaviour Management and Health
- Reports directly to EP
- Provides/coordinates professional learning of wellbeing programs and agencies
- Create onsite health facilities at the school for visiting student wellbeing services:
  - Occupational Therapist
  - Speech Therapist

- School Counsellor + Counselling services
- Psychologist
- School nurse
- Hearing and vision checks
- Dental checks
- Royal Far West
- Establish a working relationship with CAHS to encourage support services for our students to be conducted using our school facilities
- Create a year-long health program, integrated with other community events in school.
- Attend interagency meetings and liaise with EP + DPW outcome of meetings + communicate to staff
- MOU with government ministries to enable agencies to share information thus committing to a shared vision for the community, town plan.
- Emergency lunch procedures maintained.
- Appoint a coordinator (BCC) for breakfast program and emergency food program
- Breakfast club to be supported by rotation of *all* staff members
- Assess and improved quality of breakfast options.
- Improve canteen foods.
- Continue *Live Life Well* program – whole school approach.
- Continue *Crunch and Sip* program
- Ongoing promotion of healthy lunch box ideas in newsletter.
- School nurse conducts healthy programs in coordination with P&C
- Policy to be implemented and reviewed in 2014 which will be presented and explained in Term 1 to all staff and used in 2014 with ongoing evaluation and reflection.
- Create a Wellbeing policy team represented by DPW + 1 teaching representative from each Stage + Reference Group + SLCE
- WP to be reviewed by DPW assisted by WP team working with Reference Group + SLCE: Term 1 weeks 5 and 9, Term 2 week 6, Term 3 week 6 Term 4 week 3, Term 4 week 7 finalised and published.
- Introduce an arrival program for new staff members to include social activities in addition to professional learning support.
- Create volunteer mentor system
- Provide tea/coffee/water facilities in staffroom + newspapers (Koori mail, Coonamble times + weekend SMH)
- Timetable into daily routine a designated debrief session including Stages, CTs, SLSOs and Aps.
- Professional learning provided to all staff on behaviour management.
- Induction to be provided to all new staff with specific focus on behaviour management.
- School Staff Handbook to be published
- School Staff Handbook to be reviewed
- Mentor program between staff members.
- NVCI training professional learning for all staff provided by regional NVCI co-ordinator
- Ongoing training to be provided throughout year.
- A NVCI *team* member to be allocated for each building block.
- A NVCI *team* member to be allocated during each playground supervision session
- *Positive Behaviour for Learning* active throughout whole school.
- Create a team with inbuilt sustainability. Including the EP, a LST member and DPW and a teacher from each Stage.
- Provide a professional learning and planning day per term for the PBL team.
- Provide professional learning for all staff on effective behaviour management strategies/ function of behavior.
- Create an *Alternative Learning Centre* K-6.
- ED/BD alternative learning teacher to be employed
- DPW to monitor, supported by SLCE, AEOs, HSLO and attendance team.
- Bus pick up program to continue
- Shops/ local businesses not serving unsupervised students.
- Home skills program / food lunch program/ outside agencies.
- Police liaison, return to school program, street sweep.
- PL of correct attendance procedures.
- Request assistance from HSLO to implement programs PIP, LIPS and NIP.

- Motivational speakers/ Aboriginal ambassadors.
- AEO supporting shop/home visits
- With effect from Day 1 Term 1 - Change of day plan in classrooms, high interest activity to kick off the day (each session).
- Timetabled activities before school.
- Breakfast Club
- Timetabled activities during lunch time

### **Designate Roles and Responsibilities for all positions on staff/Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about learning in the school.

Their responses are presented below.

#### **Parents/Carers**

*Almost always* the parents/carers agreed:

- The child's classroom is an interesting place to learn.
- Teachers talk to parents about their child's learning.
- Their children have access to good equipment to help them learn.
- Teachers at school are continually upgrading their skills.
- Teachers provide a balance of independent and group learning activities.

#### **Students**

*Almost always* the students agreed:

- The school expects me to do my best.
- I try to do my best and take pride in my learning.
- Our school has good equipment that helps me learn.
- My teacher finds new ways to help me understand.

#### **Teachers**

*Almost always* the teachers agreed:

- They provide learning opportunities within a stimulating and secure environment.

- Students have access to guidance from other people other than themselves to assist student learning.
- They provide a balance of independent and group learning activities.
- Their students try to do things that are new and different.
- They share ideas and experiences with colleagues to improve teaching practice.

### **Future Directions 2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Extensive collaboration amongst staff and community to establish the Strategic Directions were developed at staff meetings, P&C, Reference Group and AECG.

The following are the Strategic Directions and purposes for the future:

- **Culture of Learning** – To provide staff and students with quality learning experiences, that are significant and connected.
- **Engagement** – To ensure all students, staff and wider community engage with and value a variety of educational and cultural experiences.
- **Wellbeing** - To develop positive and trusting relationships with the school community. The well-being and resilience of students and staff are developed in order for them to have the emotional capacity to learn.

### **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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>