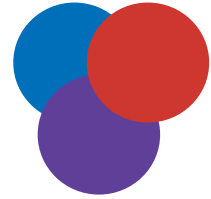


Coonamble Public School Annual Report



2015



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Introduction

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

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



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School background

School vision statement

Coonamble Public School is a Connected Communities School. The school strives to ensure all children have a sense of Pride and Strength in their cultural growth, attendance, school achievements, social, emotional and recreational life.

The School's local area Reference Group has worked with the school and community to develop the notion of each child being catered for to achieve the best possible outcomes in all facets of school life.

School context

Coonamble Public School is located in North West NSW approximately 170 kms north of Dubbo. It is a river town surrounded by a levee bank. The community is serviced by many Non-Government and Government organisations in the area of Health and Wellbeing. The community has reasonable access to local medical, banking, hospitality and sporting opportunities.

The school has a 92% Aboriginal population with a variety of family, social and financial backgrounds. The schools FOEI is between 186 and 206. This indicates a high level of unemployment, low level of income and family education attainment.

The school is an EAfS school with a fulltime Instructional Leader appointed. There is a strong focus on providing every opportunity for early achievement from Pre-School to Year 2.

Many people in our community have lost aspects of their cultural connection to language and land.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

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

In the area of student performance measures, the school achieved value-added results and students are showing expected growth on internal school performance measures. Performance for equity groups within a school is comparable to the performance of all students in the school.

In terms of effective classroom practice, teachers regularly reviewed and revised teaching and learning programs and routinely reviewed previous content and preview the learning planned for students in class. All classrooms were well managed, with well planned teaching taking place, so that students could engage in learning productively, with minimal disruption. Teachers regularly used student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and provided explicit, specific and timely formative feedback to students on how to improve. The school leadership team demonstrated instructional leadership, promoting and modelling effective, evidence based practice.

Teachers analysed and used student assessment data to understand the learning needs of students. The school's professional learning built teacher skills in the analysis, interpretation and use of student performance data. Data analysis informed the school's learning goals and monitors progress towards them. School analysis of student performance data was provided to the community on a regular basis. The school leadership team regularly used data to inform key decisions. Teachers incorporated data analysis in their planning for learning. Assessment instruments were used regularly to help monitor student learning progress and to identify skill gaps for improvement.

In the area of collaborative practice, Executive, staff, faculty/stage, team and other meetings were used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluated teaching and learning programs including the assessment of student outcomes. Teachers worked together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provided and received planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes were in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identified expertise within its staff and drew on this to further develop its professional community. Teachers collaborated within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

In the area of learning and development, teachers participated in professional learning targeted to school priorities and their professional needs. The school had effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school had processes in place for teachers' performance and development. Beginning and early-career teachers were provided with targeted support in areas of identified need. There was a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers were actively engaged in planning their own professional development to improve their performance.

In terms of professional standards, teachers understood and implemented professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements were part of the school's performance and development processes. The school had a culture of supporting teachers to pursue higher-level accreditation. Teachers were committed to their ongoing development as members of the teaching profession. Teachers demonstrated currency of content knowledge and teaching practice in all their teaching areas. Teachers demonstrated responsibility, adaptability and ethical practice in working towards the school's goals. Teachers worked beyond their classrooms to contribute to broader school programs.

In the area of leading, parents and community members had the opportunity to engage in a wide range of school-related activities. The school community was positive about educational provision. The school was

committed to the development of leadership skills in staff and students. Links existed with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promoted succession planning, distributed leadership and organisational best practice. The school solicited and addressed feedback on school performance. Leadership development was central to school capacity building. The school had productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Staff had purposeful leadership roles based on professional expertise. The school was recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations. The school leadership team made deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Staff, students, parents and the broader school community were welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan had annual iterations focused on achieving identified improvements. The school articulated a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligned to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, was used to review performance. Planning and implementation included processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledged and celebrated a wide diversity of student, staff and community achievements. Staff were committed to, and could articulate the purpose of, each strategic direction in the school plan. Clear processes, with accompanying timelines and milestones, directed school activity towards effective implementation of the school plan.

School staffing ensured that full curriculum implementation and delivery requirements were met. Systematic annual staff performance and development reviews were conducted. The school's financial and physical resources and facilities were well maintained, within the constraints of the school budget, and provided a safe environment that supports learning. School and other facilities were used creatively to meet a broad range of student learning interests and needs. Strategic financial management was used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces were used flexibly, and technology was accessible to staff and students. The use of school facilities was optimised within the local community, to best meet the needs of students and the local community.

The school leadership team communicated clearly about school priorities and practices. Administrative practices effectively supported school operations and the teaching and learning activity of the school. Accountability practices were tied to school development and included open reporting to the community. The school leadership team created an organisational structure that enabled management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff were supported to develop skills for the successful operation of administrative systems. Streamlined, flexible processes existed to deliver services and information and strengthen parental engagement. Practices and processes were responsive to school community feedback.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students

Strategic Direction 1

Culture of Learning

Purpose

To provide staff and students with quality learning experiences, that are significant and connected.

Overall summary of progress

Throughout the year professional learning focussed on the explicit teaching of writing, with all K-2 staff involved in L3 training and 3-6 involved in Seven Steps for Writing. This enabled teachers to use skills to plan explicit writing lessons, with learning intentions drawn from data analysis. Many teachers planned provocations that lead into writing and there is also evidence in programs of responding to unplanned events and experiences. Integration of other Key Learning Areas as provocative events into writing will be a continued focus. 100% of students K-6 are plotted on the literacy continuum in the reading, comprehension & writing aspect.

Weekly collaboratively one hour sessions were timetabled for stage teams to meet. Focus for the collaboration was primarily data driven. Teachers worked together to analyse data, identify learning needs and plan for student growth in literacy/numeracy K-2 and literacy 3-6.

On a scale of 1 to 5 (5 being the highest) teachers rated on average 4.7, when asked the impact of collaborative time on improving their teaching of literacy. Common themes on what collaborative time provided was that it kept teachers focussed on learning needs and better able to cater for their students. It provided consistency and an opportunity for professional talk. There were high levels of satisfaction around the structure, delivery, purpose and use of the timetabled sessions. Greater connection to the teaching standards is needed.

Staff collaboratively developed a model for the implementation of the Performance and Development Framework. Processes were trialled and evaluated which resulted in a process ready for 2016. Goal setting was a focus however observations were not widespread.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
At least a 10% improvement each year, in achievement of expected writing cluster levels across K-2	Kindergarten had a 2% decrease in achievement. Year 1 had a 14% improvement. Year 2 had a 27% improvement.	\$5000
At least a 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3-6.	Year 3 had a 33% improvement. No baseline data for Years 4 to 6 as they hadn't been previously placed on the continuum	\$5000
At least a 5% increase each year, in the number of year 3 and 5 students at proficiency in writing.	There was a 5% increase across year 3 and 5.	\$5000

Next steps

Adjustments:

Whilst products in the Strategic Plan will still measure growth in writing, processes will focus on skill development across literacy and numeracy not just writing.

An increased focus will occur on the use of observations and feedback in the professional development cycle.

Key strategies will be instructional leadership, professional learning and organisation of school structures.

Strategic Direction 2

Wellbeing

Purpose

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.

Overall summary of progress

Coonamble Public School became a KidsMatter school during 2015. An action team was formed and met fortnightly. The action team attended the 'Getting Started' and 'Component 1' training sessions. This professional learning experience was then used at a school level to provide professional learning to all staff. Baseline data was gathered from staff, students and parents.

A Deputy Principal of Wellbeing was employed to facilitate the implementation of KidsMatter and PBL. They also provided a support to all staff and students in the area of wellbeing. Sentral Wellbeing data was collated weekly and shared with staff. This data was used to identify students who required support. Wellbeing data was shared with community groups including the P&C, AECG and School Reference Group. The Reference Group used this data to produce documents including the Foul Language Policy and Learners Guarantee.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ At least a 10% reduction per year for the following three years in overall levels of incidents based on 2014 data	26% reduction in suspensions from 2014/2015	\$80000
❖ Weekly analysis of Sentral Wellbeing Data with a report to staff.	100% achieved	\$0
❖ CPS is recognised as a KidsMatter school.	Action team formed and met fortnightly. Action team completed Getting Started and Component 1 training. PL delivered to all staff. Student, staff and community surveys completed to gather baseline data	\$5000

Next steps

- KidsMatter training to continue and data continue to be collected during implementation.
- Social and Emotional Learning program to be implemented
- Introduction of a separate PBL team and healthy lifestyles team to facilitate these priority areas
- Introduction of Wellbeing Centre
- Introduction of a streamline Wellbeing tier system to cater for individual student need

Strategic Direction 3

Engagement

Purpose

To ensure all students, staff and the wider community engage with and value a variety of educational and cultural experiences.

Overall summary of progress

During 2015 every students in every class experienced a five week cultural program delivered by our Cultural Mentor, Aunty Gloria Fernando. This experience included local area excursions to look at Scar and Carved trees and other sacred sites within the Coonamble district. Every student also received a weekly Gamillaraay Language lesson delivered in our Language room by Hayley Astill our Language tutor. Our external Validation process demonstrated parents keen support for both Language and Cultural programs, it also demonstrated that 95% of students loved their language lessons and wanted more and 87% of students really enjoyed the cultural lessons and wanted more.

Parent engagement in cultural and language lessons reached the expected target of 5. The use of language at assemblies, in class, on excursions was very evident with parents reporting their appreciation of the practical use of language across the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of K-6 students will be involved in cultural learning experiences facilitated or led by CPS Cultural Mentor and Shopfront Manager.	100% Achieved	\$ 100000
At least 5 community members engage with cultural experiences and have some involvement with students.	100% Achieved	\$ 0

Next steps

An extension to the Language program has been included for 2016 with milestones to include the Transference of Language use into classroom, displays, morning welcomes, school signage.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding		
Cultural Mentoring	Cultural experiences in all classes	\$80000
Quality Teachers for Quality Learning	Four extra class teachers employed, reduced class sizes and opportunity for individual learning opportunities	\$360000
Leadership and Workforce Development	Leadership DP appointed to develop the skill of team leadership to existing and aspiring executive	\$75000
Welcoming Environment	The establishment of the Circle of Respect completed bringing a cultural outdoors area to life	\$25000
Language – Gamillaraay	Gamillaraay Language program taught to all classes.	\$20000
Cultural Experiences	Elders, Cultural Mentors, knowledgeable community members employed to work on cultural experiences with all students. Including NAIDOC and other celebrations	118000
Socio-economic funding		
Wellbeing Programs	Introduction of the Kidsmatter program to all staff. Building knowledge about social and emotional learning.	\$5000
Furniture	Providing modern classroom furniture combinations to assist more effective collaborative learning	\$15000
Psychologist	The school Psychologist has a case load of 40 + students. Family and self referrals are becoming more prevalent. Grief and Trauma counselling is a high priority.	\$118000
Air Conditioning	Four further classrooms were made learning friendly with the installation of reverse cycle air conditioners	\$40000
Reading Interventionists	Funds added to top up EAFs interventionist to fulltime position.	\$50000
Marketing	Promotional materials manufactured to assist selling the schools Strong and Proud message to the wider school and educational communities.	\$10000
Shopfront	Staffing and lease payments for the Shopfront to continue to support families and children	\$25000
Attendance Officer	Employment of a dedicated attendance	\$57000

<p>Whole School Music Program</p>	<p>officer. School attendance rates remained stable but saw a huge improvement in partial attendance. Home pick up program implemented and complex attendance case load established and supported.</p> <p>Employment of a music specialist to provide 1 hr of music in every classroom, form school bands and choir, Program through validation was highly acclaimed by Parents and students. 120 Students received individual instrument tuition</p>	<p>\$90000</p>
<p>Low level adjustment for disability funding</p> <p>Employment of an SLSO 0.8</p>	<p>Support provided for targeted students in Multilit intervention. There has been a strong improvement in these pupils interactions and engagement I classroom activities since the interventions.</p>	<p>\$31000</p>
<p>Support for beginning teachers</p>	<p>Two beginning teachers received support from the employment of our Yr 3- 6 Instructional Leader and through our Induction Mentor. Teachers have had one on one sessions aimed at improving their skills as teachers. Both staff members were very long term temporaries at the school before permanent appointment</p>	<p>\$24800</p>
<p>Other school focus areas</p>	<p>Impact achieved this year</p>	<p>Resources (annual)</p>
<p>Early Action For Success</p>	<p>Teachers participated in L3 training K-2. Professional learning also focussed on TEN. In class support was utilised and dedicated collaborative time with the Instructional Leader each week supported skills in differentiation and quality literacy and numeracy practice, with a focus on writing. Data was collected each five weeks, resulting in identification of each student’s learning needs against the literacy and numeracy continuum. Specific programs were implemented for children at risk, which were closely monitored.</p> <p>Resources were purchased that supported explicit instruction and opportunities for practise.</p>	<p>\$33995</p>

Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

Enrolments 2015

Roll class	Year	Total in year	Total in class
KFG	K	10	10
KS	K	11	11
1C	1	11	11
1F	1	14	14
2D	2	9	9
2M	2	15	15
3F	3	15	15
3/4P	3	5	
	4	3	8
4S	4	22	22
5H	5	23	23
6HM	6	12	12
6W	6	11	11
K/6R	K	1	
	2	5	
	3	2	
	5	1	
	6	1	10
3/5O	3	2	
	4	3	
	5	5	10
3/6S	3	1	
	5	4	
	6	8	13

Student attendance profile

Year	2013	2014	2015
K	85.7	86.7	90.3
1	84.0	86.6	85.3
2	89.4	84.1	88.8
3	85.5	91.3	83.7
4	83.8	86.9	88.6
5	88.9	85.6	84.3
6	88.3	90.1	86.3
Total	86.5	87.3	86.7

Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Head Teacher(s)	0
Classroom Teacher(s)	18.9
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.3
School Administrative & Support Staff	15.2
Other positions	8
Total	50.5

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

During 2015 44% of the staff at CPS identified as Aboriginal. This included the Executive Principal, three teaching staff and many other support roles such as SLCE, AEO's, SLSO's, Youth Mentors, Cultural Mentor, GA, Attendance Officer, Office staff and Language Tutor.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

There were 14 new scheme teachers employed, two of whom completed their accreditation at proficient level during 2015. This brought the total number of teachers accredited at proficient level to ten.

Professional learning throughout 2015 was strongly linked to School Strategic Plan and Professional Learning Plans.

All staff were engaged in professional learning throughout the year. This happened in a variety of forms;

- Regular whole staff, stage and individual meetings and Staff Development Days
- Workshops, forums and conferences
- Professional readings
- Online courses
- Regular collaborative sessions
- Lesson observations

Financial information

Financial summary

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

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

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	1177506.86
Global funds	217306.68
Tied funds	1257890.21
School & community sources	32546.42
Interest	30790.49
Trust receipts	7345.15
Canteen	0.00
Total income	1545878.95
Expenditure	
Teaching & learning	
Key learning areas	13220.46
Excursions	3883.77
Extracurricular dissections	21918.14
Library	5631.30
Training & development	0.00
Tied funds	1278526.34
Casual relief teachers	38947.41
Administration & office	92575.94
School-operated canteen	0.00
Utilities	69054.89
Maintenance	43780.68
Trust accounts	7550.05
Capital programs	0.00
Total expenditure	1575088.98
Balance carried forward	1148296.83

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. CPS sought the opinions of staff, students and community through the Tell Them From Me, KidsMatter and Validation Process surveys.

Their responses are presented below.

Parents/Community

Most parents agreed or strongly agreed that:

- They can participate in decisions that affect their child at school
- They are satisfied with the way the school communicates
- They feel welcome when visiting school
- Their child's teacher cares about their child
- Staff are supportive of families who are experiencing challenges

Students

Most students agreed that:

- Teachers help students when required
- Teachers encourage students to challenge themselves
- There are teachers to go to for help
- They have learnt new skills from the culture, language and music programs

Staff

Most staff agreed or strongly agreed that:

- Student mental health and wellbeing is a central part of a teaching role
- Student/teacher relationships are a priority
- Our school has policies and practices that promote inclusion
- Students are better supported when home and school work together

Policy requirements

Aboriginal Education

Throughout 2015 Aboriginal Education remained a major focus for the entire school community. All students completed a Personalised Learning Plan to set individualised goals and build rapport between teachers and students, a large number of these plans were also created with parent involvement.

CPS continued to employ a male and female Youth Mentor to assist with social and academic learning and build positive relationships. A Cultural Mentor and Language Tutor were also employed to teach local Aboriginal language and culture through regular lessons and local excursions.

All staff participated in two Connecting to Country professional learning days organised by the local AECG. This increased staff understanding of local Aboriginal Culture.

The school participated in many Cultural events such as Reconciliation Week and Harmony Day. Our main cultural celebration for the year was NAIDOC Week which saw our highest community participation for the year. Students and community members participated in many cultural workshops on NAIDOC Day, most of which were provided by the local community.

CPS continued to have close community links with the AECG and the School Reference Group continued to meet regularly to advise and support with school decision making about student needs and resources. The group also assisted with the continued planning and implementation of the Connected Communities Strategy.

Multicultural Education and Anti-racism

During 2015 the staff of CPS elected an ARCO who attended ARCO training. The ARCO then presented a professional learning session on anti racism processes for all staff.

The school celebrated Harmony Day and regularly incorporated multicultural perspectives in Key Learning Areas. The school encouraged all staff to look at the many nations represented in the heritage of students.

Other school programs

Shopfront

The CPS Shopfront continued to operate to provide an off site setting for community to access school information and have school related meetings. The Shopfront held many community workshops and established a regular craft group that make and sell craft products from the Shopfront.

Sport

2015 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. The school continued its participation in the PSSA knockout competitions,

fielding teams in the areas of cricket, netball, soccer, touch footy and rugby league with all students performing to the best of their ability. Teams also participated in a number of Gala Days in the areas of Netball, Rugby League and Rugby Union.

Coonamble Public School was again represented at State level competitions in 2015. We had one representative in Rugby League and for the first time the school had two representatives in the Rugby Union State Carnival. This is an extraordinary achievement for these students and we would like to congratulate them on their amazing efforts.

CPS would like to extend our appreciation to all of the students who have represented the school and to all the staff, parents and community members who have supported the school in the area of sport for 2015. Without volunteering your time, assistance at carnivals and driving your children to top level competitions, we would not be able to run such successful events and obtain such outstanding achievements.

Performance Extravaganza

'This is Coonamble!' Our bi annual whole school performance. All students performed to a very high standard and enjoyed showcasing all that Coonamble has to offer through song and dance. Each class performed, as well as the school choirs and dance groups.

Debating and Public Speaking

Students attended a Debating workshop in Dubbo to assist them in developing their skills when preparing and participating in a debate, this day was beneficial to the students who attended as they learnt many new skills that they were able to draw on.

The years 5 and 6 debating team consisting of Starr McKenzie, Mekayla Peacock, Maddie Curtis and Cody Horne, completed 3 debates over a week via Video Conference which allowed student to participate as the teams they were debating against were spread from Cobar to Bathurst. The girls spent many lunchtimes preparing for their debates, however they didn't know until the day what the topics were going to be. With an hour to prepare for each debate, they worked hard to find arguments and potential rebuttals.

There was a lot of interest in Public Speaking in 2015. Two students from years 3 and 4, and two students from years 5 and 6 were selected after try

outs to represent the school at the Multicultural Public Speaking Competition in Orange.

Marissa Everingham was the first up for the year 3-4 competition; her topic was 'What is an Australian?' Logan Thorton also spoke about the topic 'What is an Australian?' They both had very great eye contact; they spoke very clearly and very confidently.

Next up was us, Starr Mckenzie she spoke about the topic 'What is the meaning of Australia Day?' Mekayla Peacock spoke next about 'My Identity'; they both spoke clearly and with clarity and had excellent eye contact. All students received a participation Certificate at the end of the day.

Many hours went into practising at lunchtimes for the debaters and public speakers. They were very committed students who show great potential for future competitions.