School context

Coonamble Public School (CPS) is a comprehensive school with an enrolment of approximately 230 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.

Executive Principal’s message

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.

Brian Giles-Browne

P & C message

The P & C is a great place for family and community to find out what is happening at the school, to talk about ways to improve the school and to support the staff and students in making Coonamble Public School the best place it can be. Mr Giles-Browne and the ladies that are part of our P & C all care very deeply about the future of the school and are passionate about helping all students get the most that they can out of their time here at Coonamble Public School.

There are a number of ways that the CPS P & C Association helps at the school.

One is by running the School Canteen so that all our students, staff and visitors can have a healthy recess and lunch. We are currently reviewing the ways that we can improve our canteen and it is very exciting that not only are we going to get a new canteen next year but, we are also going to be making some changes to the menu and hopefully we can introduce some new foods for everyone to try. Further information will be shared through the school Newsletter.

The P & C have also successfully run the school’s uniform shop. It has been very impressive to see so many students wearing their new uniforms with pride and to be part of the wider community and to be honoured to be part of the remarkable family that is the Coonamble Public School.

The P & C also reintroduced in 2013 Commonwealth Bank School Banking Program. This is a chance for students to save a little each week to buy something bigger after a while.

One of the important things that the P & C does is to raise funds for the school. Achievements by our skilful team of fundraisers this year are:

- Mother’s Day and Father’s Day stalls. The P & C bought the gifts for the students to purchase. $152.50 was raised for the Mother’s Day stall and $77.70 for the Father’s Day stall.
- Performance Extravaganza DVDs. The P & C produced and sold DVD’s of the night so raise $596.90 and more importantly enjoyed the challenge of the dance off between the P & C and the CPS staff.
- In Term 3 the P & C ran a Bingo Night at the Coonamble Bowling Club and raised $1,026. $1,000 of these funds raised went towards the annual Year 6 farewell. During Term 4 we again held a fundraiser selling hot dogs and drinks in addition to holding the annual Christmas Raffle.
- So, fortunately over the year the P & C has raised over $2000. Funds held from previous years and 2013 were distributed to the school. The funds allocated included $5,290 for Stage excursions to Dubbo, Canberra and local venues.
- The Preschool also received $200 to fund “Big” reading books.
- The P & C was also very proud of the achievements of our school’s 2013 state sporting representatives and understand that travelling to state carnivals is an expensive commitment for families. To help reduce this cost, the P & C donated $600 to our state representatives to assist them in being able to achieve this level of sporting excellence.

Congratulations everyone on a superb 2013 and I look forward to seeing you all next year.

Tracey Proctor P & C President
Student representative’s message
We’ve enjoyed leading Coonamble Public School as the School Captains for 2013.

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 school’s Positive Behaviour for Learning (PBL) program, we have encouraged students to become respectful, safe learners.

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

We represented the school at many ceremonies and functions including the laying of wreaths at the ANZAC and Remembrance Day services. We were also very fortunate to have the opportunity to escort the Minister of Education, Mr. Adrian Piccoli around the school.

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. Giles-Browne, 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.

Mitch Nalder and Kylah Astill

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Male</td>
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<td>116</td>
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<td>Female</td>
<td>114</td>
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<td>107</td>
<td>121</td>
<td>101</td>
<td>97</td>
<td>111</td>
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</table>

Student attendance profile
Student non-attendance is managed under the NSW DEC Schools Attendance Policy (2010).

Student Attendance
All cases of unsatisfactory attendance are investigated immediately and appropriate intervention strategies are implemented.

Management of non-attendance
Attendance records in Term 3, 2013 became digital with the implementation of Sentral. Frequent absence is supported by a range of initiatives including referral to the school’s Learning Support Team, attendance meetings and the school counsellor. Where attendance continues to be unsatisfactory, the support of the Home School Liaison Officer is sought.

High attendance rates are acknowledged. Class attendance certificates are awarded at weekly assemblies. At the end of the 2013 school year the class with the best attendance rate was rewarded with a day out tenpin bowling in Dubbo.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>DP, Instructional Leader</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Classroom Teacher(s)</td>
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</tr>
<tr>
<td>Preschool Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Preschool Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Preschool Administration Officer</td>
<td>0.2</td>
</tr>
<tr>
<td>Preschool SLSO</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Primary SS Teacher of IM Class</td>
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<tr>
<td>Primary SS Teacher of MC Class</td>
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<tr>
<td>Primary Student Support RFF</td>
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<tr>
<td>Primary SS Aboriginal Teacher</td>
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<tr>
<td>Primary School Administration Manager</td>
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<tr>
<td>Primary General Assistant</td>
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<tr>
<td>Primary Aboriginal Education Officer</td>
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<tr>
<td>Primary School Administration Officer</td>
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<tr>
<td>Primary SLSO</td>
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<tr>
<td>Primary Aboriginal SAO</td>
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<tr>
<td><strong>Total</strong></td>
<td>35.367</td>
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</tbody>
</table>

The Australian Education Regulation, 2013 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 meets the professional requirements for teaching in NSW public schools.

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

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>442092.50</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2075459.05</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning          |            |
| Key learning areas           | 12211.11   |
| Excursions                   | 11275.93   |
| Extracurricular dissections  | 31203.02   |
| Library                      | 2620.22    |
| Training & development       | 0.00       |
| Tied funds                   | 675976.42  |
| Casual relief teachers       | 24482.88   |
| Administration & office      | 78645.31   |
| School-operated canteen      | 0.00       |
| Utilities                    | 68772.74   |
| Maintenance                  | 35517.30   |
| Trust accounts               | 9235.84    |
| Capital programs             | 10900.00   |
| **Total expenditure**        | 960840.77  |
| **Balance carried forward**  | 1114618.28 |

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

School performance 2013

Academic achievements

**NAPLAN**

The My School website provides detailed information and data from our school’s national literacy and numeracy testing (NAPLAN) results.

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Excursions

Kindergarten - Farm
Kinder visited Dekoda Jackson’s grandparents’ farm 20 km out of Coonamble. The Kinder students enjoyed a bus trip spotting a variety of wild life on the way. Once they arrived they collected the eggs, patted baby piglets, lambs, puppies and chickens. They toured the shearing shed and enjoyed signing the shearing shed wall. Cattle were feed hay and they watched a tractor plough the paddock. They enjoyed their lunch and recess in the garden looking at the gold fish in the pond.

Year 1 - Pilliga
Year 1 students ventured on a 3 km bush walk through the Pilliga Forest. They impressed their guide with their background knowledge of the sculptures through the Dandry Gorge. The students had been learning about them during their writing classes. The Pilliga Discovery Centre was a hit with the students touching a variety of different native animal skins. Students enjoyed their lunch in the scrub and the DVD on the bus trip home.

Year 2 – Western Plains Zoo
In Term 3, Year 2 braved the wet weather and headed to Western Plains Zoo. We began our excursion with a visit to the gift shop and morning tea watching the spider monkeys and ring-tailed lemurs. The students then went to the Education Centre which was a fantastic opportunity to meet animals up close and learn lots of new and interesting information. We patted lizards, frogs, a baby crocodile and Norman the koala, who we discovered has the scent of eucalyptus leaves on his oiled coat. We travelled around the zoo in the bus and especially liked the close up visit of the elephant and rhino.

Year 3 and 4 - Dubbo and Dundullimal Station
During Term 3, Stage 2 students enjoyed an overnight historical tour of Dubbo. Our first destination was Dundullimal Homestead where we learned all about what life was like in the early settlers’ times and how people lived during those times. We then made our way to the Old Dubbo Jail where we found out what it was like to have been put in jail when Dubbo was first settled. We were able to walk through the cells and see the gallows. We stayed at Aussie Cabins overnight but before going to bed we had a great game of bowling at the Dubbo Ten Pin Bowling centre. The next morning we travelled to Wellington to walk the many steps down into the Wellington Caves to see the amazing formations that have been created by the natural environment.

Year 5 – Lake Keepit
5FJ left for Lake Keepit on Tuesday 20th August 2013 at 7.30am. Soon we were on our way, stopping at Gunnedah for recess. We arrived at Lake Keepit in time for lunch and our first activity which was sailing, which orientated us with the facilities around Lake Keepit.
Our next activity was on the water and it was freezing but lots of fun! Canoeing proved more difficult for some people than expected. There were many races in groups of eight and a few students even fell into the ice cold water.
The next day, we split up into two groups, the boys went kayaking and the girls went rock climbing. The kayaking was a lot easier than canoeing and everybody put an effort into rock climbing, even if they were scared of heights. That afternoon we went canoe fishing. We caught a record cod...only joking, we caught nothing but it was very relaxing.
On Thursday, we all went to the low ropes course which was more challenging than it looked. We had a pull-up competition, which proved that Jaxson Corby was the strongest person in the class by pulling himself up with one finger.
In the afternoon, we cooked damper after we built our own fires. We rolled the damper onto a stick and cooked it on the coals. When it was cooked, we filled it with golden syrup which was delicious.
That evening we had a disco and had a dance off...we rocked it against the other school! Our final morning was not without excitement! It was the first time that we had tried archery.
It was a bit difficult but with a little bit of time, we got the hang of it. The thing that most of us had been looking forward to was the giant swing. It was very high, the equivalent of a four storey building. At the top it was very nerve racking, especially because you had to pull a cord to release yourself from the swing, which made your stomach drop.

**Year 6 - Canberra**

The Year 6 class had the great opportunity of undertaking an educational tour of the nation’s capital. Whilst on this tour they participated in a variety of educational programmes 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 and the Australian War Memorial. Students were told stories of young men and women who have given their lives to fight for our country and we 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) programme 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. Without your help it would be difficult to make such an important excursion possible. Kiarna Smith summed up the experience on the way up to Black Mountain Tower, ‘Who wouldn’t love this excursion!’

**Book Week**

2013 saw the theme *reading into the universe*. Students amazing rockets and posters and had the chance to dress as their favourite character. The book fair sold a large amount of books which allowed the school to purchase addition books at a discounted rate.

**Sport**

2013 has been yet another outstanding year for sport in our school. We saw a large number of students represent our school at zone, regional and state levels and compete in PSSA knockout teams in the areas of cricket, netball, soccer, touch footy and rugby league. This year the girls represented themselves with pride in their first PSSA touch footy knockout. They also played in the netball knockout, Far West Gala Day and the Jenny Wright Shield where they were runners up. The boys competed well in the cricket, soccer and rugby league knockouts. We also had boys teams compete at the Ricky Walford Shield, David Peachey Shield and Russell Richardson Shield with one of the 3/4 teams progressing to Dubbo.

We had four students represent CPS at State level in 2013: Jordy Andriske and Brody Jordan in swimming, Mitch Nalder in athletics and Kylah Astill in Netball. This is a wonderful achievement for our school and we would like to congratulate these students on their amazing achievements.

**Count Us In - Singing**

On the 1st November 2013 our whole school walked down to the Plaza theatre in the main street of Coonamble. We all waited until 12.30 pm to sing the song “Keep On”. Every school across the state that was involved in the event sang at the same time. The students sounded amazing. Our students were very proud of their efforts.

**Film Making**

25 students from our school participated in a film making program to create two short films about their school. The Cineclub program is an initiative run over three days by the Australian Children’s Television Foundation. Two visiting filmmakers from Canberra and Melbourne taught the students in Years 3 - 6 skills in planning; directing, acting, camera operation and computer based editing. All of the students had a chance to play each role in the production team and work together to create the final film as a group. The movies were shown in front of the weekly assembly. The students all had heaps of fun learning many new skills along the way.
Indigenous Sky Stories
As part of the transition to high school program, Years 5 and 6 have participated in a middle schools initiative which has incorporated the specific Key Learning Areas of Science and English. Focuses have also included the Indigenous Sky Stories, 21st Century Learners and collaboration as part of the new English curriculum.
The program culminated in an astronomy night with many students from the three schools taking part. We were particularly pleased to see so many of our students from CPS in attendance and participating with such enthusiasm. So much so, that many students took up the challenge to be the first to find Venus and win $5. Students had to use the app Stellarium to locate Venus on the iPad, and then find it through the telescope. Two of our students teamed up and found Venus before too long. Congratulations Jaxson Corby and Ivan Adams!
Jaxson Corby also took some magnificent photos during the evening. His photos of the sun are quite clear and you can even see the sun spots and his photos of the moon show distinct markings on the moon. We might have some future astronomers on our hands!
Stage 3 would like to thank Coonamble HS for their hard work and allowing us to be part of this amazing project.

Radio Program
The school leaders continued to support classes on our weekly radio time slot. They continued to inform the Coonamble community about school happenings and shared our work. Students shared their achievements and developed some confidence when speaking publicly.

Performance Extravaganza
What a show we all put on! The Performance Extravaganza was a great success. A huge thank you to all the school community for supporting the talented cast of students, staff and P & C members.

Crafty Cockatoos
Stage 3 explored their entrepreneurial skills in preparation for the Christmas Carnivale Markets. Students worked hard to create many interesting craft items to be sold at the Crafty Cockatoos Stall at the markets.

This venture eventuated during Term 2 where students from Year 5 and Year 6 joined together to listen to an idea that the school leaders had heard about at the Young Leaders Conference that they attended in Sydney. The idea was to promote students getting involved in small business opportunities. It was then decided that Stage 3 could hold a craft stall at one of the upcoming markets. It was also discussed that students need to have a social conscious, thinking about others and not just themselves. This led to the idea of any profit made at the stall should be donated to a local cause. The students decided to donate any money made to Long Stay at the Coonamble Hospital.
With these decisions underway, Stage 3 then went on to make many items to be sold, including beaded key rings, parachute chord key rings, photo frames, hair bands, bath salts, woolly monsters and pom-pom bookmarks just to name a few. The students achieved their goal and were well supported by the customers at the Crafty Cockatoos stall.

Community Sport
During Term 3 and the start of Term 4, primary students at our school had the opportunity to participate in community sport for their Friday sport. It was a great success. This involved around 60 students enjoying local facilities to participate in sport. Students were offered the chance to go to the Coonamble Gym, tennis courts and the Coonamble Bowling Club to experience activities that they might otherwise not be able to do.
While at the gym, students were taught the importance of keeping fit and healthy and shown a number of exercises that would help achieve their goals. At the tennis courts students participated in games and activities to increase their skills in the area of tennis. Students who went to the Bowling Club were lucky enough to have members volunteer their time and expertise to guide them in an afternoon of lawn bowls.
Our Year 3 – 6 students and staff would like to thank the Coonamble Gym, Wanderers Tennis Club, Coonamble Bowling Club and especially the volunteers who helped make our community sport a success once again.
Significant programs and initiatives

Taronga Wild! Rhinos!
Year 2 were involved in the “Taronga Wild! Rhinos!” project which aims to increase the awareness of the escalating threats to rhinos and raise critical funds for rhino conservation. They held a cake stall at the end of Term 3 raised around $170. They also purchased a rhino sculpture to decorate. On their zoo excursion, Year 2 picked up their fibre glass rhino and brainstormed ideas and worked on designing their sculpture.

The students investigated the flags of Africa and saw that the main colours of the flags were red, green and yellow. So they became background colours. They then wanted to show a part of Coonamble, so the Year 2 students worked with our Aboriginal Education Officer, Willy Ferguson, to use Aboriginal designs to reflect the community.

Finally they discussed the conservation of rhinos and decided a message of “Horns Belong on Rhinos” would help people understand the threat to rhinos.

Each student worked on creating the artwork with Willy. They called the rhino, ‘Maliyaa’, which means friend in Gamilaroi. The sculpture has been displayed at Centro shopping centre in Penrith and will eventually make its way back to our school to be proudly displayed.

Aboriginal education

Throughout 2013 Coonamble Public School employed up to 13 Aboriginal staff in a variety of roles such as; classroom teachers, Student Learning Support Officers, general assistants, Aboriginal Education Officers and Executive Principal. Towards the end of Term Four the selection process for the Senior Leader Community Engagement took place and the successful applicant commenced their position.

During 2013 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.

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.

2013 saw the introduction of a cultural installations program where all classes had a weekly session with an Aboriginal Education Officer. During this time students learnt about Aboriginal culture and made class totem poles to be displayed in the new cultural space.

Staff were present at all AECG meetings held in 2013. The school consulted with the AECG on a variety of topics and kept the committee informed with school happenings.

Connected Communities

Reference Group
As part of the Connected Communities strategy, a local school Reference Group needed to be established. The group is designed so that the community can collaborate with the school as an advisory group to support with decision-making issues about student needs and resources. The Reference Group also advises the Executive Principal on the development, planning and implementation of the Connected Communities strategy.
The CPS Reference Group was established in Term 3. It consists of the AECG Chairperson, P & C President, Executive Principal, a community representative, a community Elder and the Senior Leader Community Engagement. The Reference Group is looking to add a parent representative in early 2014 and will co-opt members from other organisations when necessary. The group meets fortnightly to discuss school direction and initiatives.

**Multicultural education**

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.

**Transitional Equity Funding**

The school participated in the Transitional Funding program in 2013. Significant activities included the purchase of IPad and cart for improved classroom access to technology and 21st C teaching and Learning. The employment of casual staff to release teachers for Professional Development was a feature of the project as well as the employment of support staff across the school to support individualized learning activities for at risk students.

The school purchased several sets of new reading materials to help engaged at risk readers.

Funds were used to enhance the classroom learning activities based on NAIDOC events. This ensured that quality learning followed the experiences of the day.

Funds were also used to provide consultancy support for staff development activities around Literacy, Numeracy and the engagement of Aboriginal learners in the classroom.

**National partnerships and significant Commonwealth initiatives**

**TEN**

The Targeted Early Numeracy program (TEN), continued to be implemented in all K-2 classrooms. All students were continually assessed and were provided with differentiated learning experiences in number, which catered for their immediate learning needs, particularly in addition and subtraction. The number of targeted students for intervention reduced from 68% to 7% in Year 2 and from 74% to 16% in Year 1.

**Investing in Focus Schools National Partnership**

The end of Semester 1 saw the conclusion of the program at our school. In 2103 the school continued to employ a Deputy Principal, with a primary focus on welfare and special education supervision and support.

Attendance and Year 5 NAPLAN targets were exceeded and some other reading and numeracy targets were met.

A final evaluation report was submitted which identified key areas of change throughout the four year program. The areas of teacher capacity, the quality of teacher professional learning, leadership capacity, with a particular focus on whole school evaluation and planning and transition were identified as significant areas of growth and change.

**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:

- The school commissioned an extensive review of Aboriginal Education through the Dare to Lead organization.

The review consisted of interviews with Parents, Students Aboriginal staff, teaching staff, School Support staff and the Executive. It also reviewed school data around academic achievement, attendance and behavior.

The review established a set of commendations and recommendations for the school to celebrate and plan with.

The findings of the review have been adopted by the Connected Communities Reference Group to drive improvements in Aboriginal Education across the school.
School planning 2012—2014: progress in 2013

School priority 1
80% of K-2 students with attendance 85% or above will reach their expected level on the EAS (Early Arithmetical Strategies) aspect of the numeracy continuum.

Outcomes from 2012–2014
80% of all students K-2 will reach or exceed their expected level on the EAS (Early Arithmetical Strategies) aspect of the numeracy continuum.

Evidence of progress towards outcomes in 2013:
- 83% of Kinder students have reached Perceptual level or above.
- 83% of Year 2 students have reached Counting On level or above.

Strategies to achieve these outcomes in 2014:
- Implementation of L3 in a Kindergarten team teaching class and use of these strategies for targeted students in stage one classrooms
- Implementation of the Early Action for Success strategy

School priority 2
Increase the number of Year 5 students achieving at or above Band 5 or higher in Reading by 20%.

Outcomes from 2012–2014
Students will match or exceed a growth (31%) in Numeracy in Year 7 based on Smart Data Student Growth.

Evidence of progress towards outcomes in 2013:
- 73% of year 5 students have achieved at or above Band 5 in reading, an increase of 35.5%
- NAPLAN data was analysed then used to target a specific group of students who were supported by the L&S teacher, alongside the classroom teacher. Evidence suggests that this strategy supported the achievement of the target

Strategies to achieve these outcomes in 2014:
- The school will fund an Instructional Leader 3-6
- Class teachers receive weekly individual curriculum mentoring sessions
- Stage teams are given opportunities twice a term to analyse data and plan responsive teaching and learning programs
- Professional learning in areas such as the new Australian Curriculum and Literacy and Numeracy Continuums.

School priority 3
Increase the school attendance rate from 84.65% in 2012 to 86% in 2013

Outcomes from 2012–2014
- An average attendance rate of 88% until term 4 week 2.
- Pick up programs for targeted families were implemented from terms 1-3.

Strategies to achieve these outcomes in 2014:
- Daily contact with families by the AEO.
- Classroom teachers to liaise with families during weekly Community time allocated at the CPS shop
- Support from ACLO prioritising Kindergarten attendance and student with attendance concerns
- Continued application and professional learning of correct attendance procedures.
- Provision of Attendance Procedure Booklet for staff to include updates procedures using Sentral digital roll marking.
Professional learning

Professional learning in 2013 was 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

Professional learning opportunities related to the 2013 School Plan, and to support the individual professional development of staff members. Key areas related to capacity building of quality teaching and visible learning; student behaviour and welfare; Aboriginal education and student engagement; speech and language; specific needs of students; and preparation for the implementation of the new NSW syllabus.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

- Parents recognise the opportunities to be involved in school
- Parents are interested in finding out what their children are learning
- The school is seen as having high expectations
- Aboriginal staffing placements need to increase

Students

- Students sometimes feel safe at school
- Students feel confident in the school’s expectations around daily PBL instruction
- Students love to learn and do not like disruptive students
- Students are positive about their classrooms

Staff

- Staff feel supported by the executive, Instructional Leader and colleagues both professionally and personally
- Communication is mainly efficient and effective
- Staff agree that their knowledge of comprehension strategies through ‘Focus on Reading’ TPL has significantly increased
- All staff would benefit from having an Instructional Leader for all K-6 teachers

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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