Our school at a glance

Students

The students at Cooranbong Public School are local children from varying backgrounds and academic ability. We have a significant number of students from low socio economic backgrounds. Ten percent of our student population identify as having Aboriginal heritage.

Staff

The majority of staff at Cooranbong Public School is long term employees at the school. Our staff is dedicated to ongoing professional development providing our students with quality learning experiences.

Significant programs and initiatives

Cooranbong Public School has continued to develop staff capabilities to enable the provision of quality pedagogy throughout the school.

Best Start, Reading Recovery and the L3 programs are all ongoing initiatives’ which support literacy development in the early years of schooling. Cooranbong Public School students have achieved positive outcomes through participating in these programs.

We introduced the North Coast Mathematics Programming incorporating Counting on and Count Me in Too numeracy programs.

Cooranbong Public School senior students participated in a Middle Years initiative. This initiative incorporated technology to link other schools in the Morisset Community of Schools together for a series of English lessons collaboratively taught with High School English Faculty.

Transition Programs have been successful for our Pre-school to Kindergarten students. Our year 6 to year 7 students also participate in transition programs into High School. These programs cater for all students, as well as additional programs for students with specific needs.

The continuation of the Norta Norta tutoring program focuses on Aboriginal students requiring additional support in Literacy and Numeracy.

Active after School continued this year with a growing number of students participating in sporting activities after school three afternoons a week.

You Can Do It is an emotional literacy program which has been established in the school for a number of years and continues to have a positive influence on student personal growth and wellbeing. This program is an integral component of our Welfare and discipline Policy.

Student achievement in 2012

An overall average of 92% of year 3 students and 89% of year5 students achieved at or above minimum standards for Literacy in this year’s NAPLAN testing. In numeracy 89.5% of year 3 and 87.5% of year 5 students achieved at or above the minimum standard.

Messages

Principal’s message

This Annual School Report summarises the many achievements of Cooranbong Public School in 2012 and advice regarding our proprieties for 2013.

Our school serves a cohesive community. Student learning is enriched by the generous support of families and local organisations, who donate their time and money to support student learning and personal development.

Our dedicated staff continued their commitment to professional learning and the implementation of quality innovative programs to improve the learning outcomes of our students.

Cooranbong Public School is encapsulated in:

* A culture that supports, nurtures and values kindness and respect of individual differences, a commitment to a love of learning, practices that empower students by developing personal responsibility and accountability.

* A commitment to the provision of a curriculum that is relevant, challenging and encompasses the learning needs of the individuals.

* A cohesive dedication of parents, community and staff to the betterment of our students and school.

At Cooranbong Public School we are very proud of the achievements of our students in a variety of fields. We are particularly proud of those students who achieve the small steps towards a personal goal.

Students are encouraged to explore, extend and challenge themselves to “Aim Ever High.”

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs. Barbara Beattie
P & C and/or School Council message

The Cooranbong P&C operated quite smoothly this year, with long-time member Erin Ward holding Treasurer and Keri Fuller organising the majority of the fundraising events. Additional insurance was taken up early in the year to cover kids for school excursions and events, in addition to the required P&C Federation insurance that was paid mid-year.

A fundraising brainstorm picnic was held early in the year & went well with about 9 people and their kids turning up. On Easter-hat Day the P&C had a barbecue and an Easter raffle and a pie-drive went ahead shortly after, and these raised about $1000.

Canteen volunteers went to the school athletics carnival mid-year to provide lunches and refreshment and the carnival went well. Our canteen is staffed by volunteers, and Jo Pfahl was a huge contributor to the organisation for the first half of the year. Mid-year, Janine Bailey offered to be the official canteen in-charge and we drew up a more organised roster. She has done very well in managing the canteen since. Erin Ward turned over the uniform shop to Janine and another volunteer, but actually has continued to manage it to a large degree.

A pyjama day was organised by Keri’s son Tynan, with her help. Students brought a gold coin donation who wore their pyjamas. A special lunch order of a kids sized Eagle Boys pizza their choice of drink was offered for $5 for being out of uniform and there was a free raffle for students.

In August, the first thing on our fundraising list, the classroom blinds were bought (Bunnings put a good donation towards them, that helped).

A Father’s day stall was held by Kerrie Fuller and we provided a morning tea for our School’s support workers and a cake for Teacher’s Day was organised. Our P&C was invited to a combined P&C meeting at Morisset high by the principle, Mark Sneddon. It went well with Cooranbong having the most P&C members of any of the primary schools.

We have had “Keys to Success” cut from steel by Todd Harridge and his brother, which need to be sanded and painted. The plan is to “plant” them in the garden at the front of the school.

A Kindy orientation day was held and about 10 or so new parents turned up, which is pretty good and a couple of P&C members spoke. A Xmas stall went well and raised $361. Special thanks to Kerri, Sarah, Jo and some students. Thanks to Steve Ward for doing the pancakes as well as another pancake day earlier in the year.

We provided $500 to subsidy for the water-safety training that’s organised yearly by Andrew King and provided about $1000 for end-of-year book awards. The P&C are buying sun-safe hats for each child at school next year and will be handing a $10 000 cheque to the school at presentation day this coming week.

Mr Robert Kamaralli
President of Cooranbong Public School
Parents and Citizens Association

Student representative’s message

Our students participated in the Better Buddies Peer Support Program and helped younger students in the classrooms and playground. We also held Discos and other events to raise money for our camp and to buy a gift for the school. We bought a badge maker to use for special events.

Aiden Fuller

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>96</td>
<td>105</td>
</tr>
<tr>
<td>2008</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>2009</td>
<td>105</td>
<td>88</td>
</tr>
<tr>
<td>2010</td>
<td>120</td>
<td>89</td>
</tr>
<tr>
<td>2011</td>
<td>106</td>
<td>85</td>
</tr>
<tr>
<td>2012</td>
<td>88</td>
<td>74</td>
</tr>
</tbody>
</table>

Student enrolments continued to decrease this year due to the transient nature of our families. This has impacted on the retention of student numbers as well as parents seeking private school placements for their children for secondary schools. We are looking at an increased enrolment for Kindergarten in 2013.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.7</td>
<td>93.2</td>
<td>93.8</td>
<td>93.5</td>
</tr>
<tr>
<td>1</td>
<td>89.1</td>
<td>90.2</td>
<td>90.0</td>
<td>90.4</td>
</tr>
<tr>
<td>2</td>
<td>90.8</td>
<td>89.8</td>
<td>91.6</td>
<td>93.8</td>
</tr>
<tr>
<td>3</td>
<td>92.8</td>
<td>92.0</td>
<td>91.9</td>
<td>92.5</td>
</tr>
<tr>
<td>4</td>
<td>89.8</td>
<td>92.5</td>
<td>90.4</td>
<td>93.0</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>90.8</td>
<td>93.5</td>
<td>91.9</td>
</tr>
<tr>
<td>6</td>
<td>95.0</td>
<td>94.8</td>
<td>91.6</td>
<td>90.8</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>91.9</td>
<td>91.8</td>
<td>92.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance has been a focus area for Cooranbong Public School this year. The increased attendance figures are a result of the introduction of electronic roll marking. The School Attendance Officer has continued close monitoring of student attendance in collaboration with the Principal and the Home School Liaison Officer. Regular parental contact is also a contributing factor in the increased attendance figures.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Ass.</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.922</td>
</tr>
<tr>
<td>Total</td>
<td>11.832</td>
</tr>
</tbody>
</table>

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

Cooranbong Public School has one teacher employed who identifies as Aboriginal. We also endeavor to employ Aboriginal Tutors where available to support our students who receive Norta Norta funding.

Staff retention

This year we welcomed Miss Hardy to our school as a New Scheme Teacher. The remainders of our staff were retained from the previous year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>70%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30%</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary 30/11/2012

Income

- Balance brought forward 55837.00
- Global funds 116634.94
- Tied funds 79038.62
- School & community sources 30002.41
- Interest 3474.15
- Trust receipts 12801.95
- Canteen 0.00

Total income 297789.99

Expenditure

- Teaching & learning
  - Key learning areas 4439.45
  - Excursions 14579.42
  - Extracurricular dissections 17823.09
- Library 1761.97
- Training & development 5865.70
- Tied funds 65587.53
- Casual relief teachers 29405.96
- Administration & office 35827.07
- School-operated canteen 0.00
- Utilities 2594.514
- Maintenance 10549.99
- Trust accounts 14420.32
- Capital programs 6864.22

Total expenditure 231719.23

Balance carried forward 66070.76

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
Our students performed successfully at the Westlake’s Festival at Toronto High School.

Our Drumming and Guitar Groups performed at the local Shopping Centre as part of our LMG public education show case during Education Week.

Students participated in Music Aviva again this year.

We also enjoyed a visit and concert performed by students from Orbost College Orchestra. These students travelled from Victoria and provided students with an informative performance demonstrating a variety of instruments. Students from our guitar group were invited to perform with the orchestra as well.

Sport Report 2012

The students of Cooranbong Public School were provided with a range of sporting opportunities to display their sporting talents throughout 2012.

During 2012 Cooranbong Public school entered teams in the New South Wales Primary Schools Sporting Association (NSWPSSA) knockout competitions in boys and girls football, and cricket plus rugby league and netball.

Students represented the School and the Westlakes Area at Zone, and Regional level in swimming, athletics, rugby league, rugby union and cross country. In 2012 Cooranbong School was represented by 32 students at the Westlakes Zone Cross Country. Cooranbong Public School entered teams in Westlake’s PSSA Gala Days. These included junior and senior teams in netball, football, and rugby league. All teams performed credibly.

The number of students representing the school at Zone, Regional and State level increased from the past year, with approximately 85 students receiving certificates of recognition for their achievements. Throughout the year our teams and individual students have been supported and coached by a number of parents.

John Cheyne organised lunchtime mixed football competition for Stages 2 and 3. Approximately 60 students undertook learn to swim and water confidence class at Avondale Pool during Term 4 2011.

Mr. Andrew King

Academic

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.

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

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

Reading – NAPLAN Year 3

The reading graph indicates there has been a shift of students from the bottom 2 bands towards band 3 and higher as compared with previous years averages.
This graph indicates over 70% of our students are scoring in the middle bands for numeracy. It also shows we have a slightly higher number of students in band 6 compared to similar school groups. It is also evident the student trends are moving towards the higher bands.

Numeracy – NAPLAN Year 3

This graph indicates a shift towards the higher bands compared to previous school averages. Students exceeded the state % of students in band 8.

Numeracy – NAPLAN Year 5

Reading – NAPLAN Year 5

Year 5 results in reading are shifting into the higher bands. This year’s results show a higher number of students in bands 6, 7 and 8 compared to previous

Progress in reading

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Progress in numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are imbedded in of our teaching learning programs. Students participated in an anti-smoking, anti-drug performance presented by AWABAKAL Health. AWABAKAL Health also support healthy lifestyle initiatives being implemented in the school for our Aboriginal students.
All Aboriginal students have current Personal Learning Plans written in collaboration with students, teachers, parent/carers.

The school has established strong links with the local AECG and seeks guidance when developing cultural aspects for the development of units.

Our student not achieving minimum standards in NAPLAN testing are provided with Norta Nor tutoring as well as a additional support from the Learning and Support Teacher.

**Multicultural education**

All students and staff were informed of the ARCO based in the school and the procedures for reporting breeches of the Anti-racism policy.

The whole school participated in Harmony Day activities which included celebrating the cultural heritage of our local community.

Students also study other cultures in their HSIE units and through music and literacy programs.

**Reading Recovery**

Students participating in this program receive individual instruction in reading. The program targets year 2 students reading below grade level. After participation in this program the students who had regular attendance at school achieved the set targets.

**You Can Do It**

This is an emotional literacy program which has been established in the school for a number of years and continues to have a positive influence on student personal growth and wellbeing. This program is an integral component of our Welfare and discipline Policy.

**Progress on 2012 targets**

Increase the number of students achieving at or above minimum standards in literacy K-6.

**Target 1**

- 75% of ES1 students will achieve cluster 4 in each aspect of literacy by the end of Kindergarten.
- 75% of stage 1 students will attain regional targets in all aspects of literacy by the end of year 2.
- Increase the number of students achieving at or above minimal national standards in all aspects of literacy by 5% in year 5 and 2% in year3

**Our achievements include:**

- 70% of students in ES1 achieved cluster 4 at the end of year assessments.
- 68% of students in stage 1 achieved regional targets in literacy.
- Students in years 5 achieved the targeted growth in achieving the minimum standards in literacy and the data shows a shift from the lower bands with over 20% of students in band 8.

**Target 2**

School practices reflect systematic, planned approaches to the teaching and assessment of numeracy, meeting the needs of individual students which improve the learning outcomes for all students.

*Decrease the disparity in numeracy outcomes between Aboriginal students and the wider student population.*

*75% of ES1 students will achieve level 4 (1A), level3 (1B), level 2 (1C,EAS,P&NS) and level 1 (M&D) by the end of Kindergarten.*

*75% of Stage 1 students will achieve regional targets in all strands of numeracy.*

**Our achievements include:**

The data indicates a decline in the number of year5 students in the lower bands and student representation in bands 5 & 7 an achievement evident in the in previous three years of data. These shifts to higher bands are in keeping with the achievements of our Non- Aboriginal students.

ES1 student data indicates all students achieved level1 and higher in Multiplication and Division by the end of Kindergarten.

Overall Numeracy 100% of students were performing at the facile level for number word sequencing.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the use of data in the appropriate planning and development of teaching learning programs.
Background
To further develop and support teachers in the development of relevant teaching and learning programs we needed to look at current practices.

Through a series of workshops with Regional staff, teacher questionnaires and the reviewing teaching programs data was collected to clarify current practices in the use of data to focus teaching learning activities.

Findings and conclusions
Staff was accessing SMART data and the Best Start data. However the use of this information was not always evident in the planning and programming of the curriculum presented to students.

Differentiation of the curriculum for individual students and groups was not always evident.

Assessment for learning not always used to determine direction of teaching/learning.

Future directions
The staff will participate in further professional learning in the areas of Consistent teacher judgment, Assessment for learning and differentiation of the curriculum.

The school will continue to access regional consultancy support for Professional learning in the identified areas.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The students indicated they felt safe at school and were valued by staff. Some students thought they could be receiving more assistance with their work at times. Many students stated they enjoyed coming to school and had many friends.

Staffs felt undervalued by the system and were feeling insecure with the current changes education is undergoing. Most staff felt the school was a positive place to work. They expressed the notion that on the whole our parents supported what we are trying to achieve at the school.

The parents’ expressed concerns over the changes education is undergoing at present but were for the most part content with the performance of the school. Parents felt they could approach the school with concerns and that they were welcome and encouraged to be involved in the education of their children.

Professional learning
During 2012 Cooranbong Public school expended all Professional Learning Funds allocated in the budget. All staff participated in Professional Learning on campus after school hours as well as attending state and regional Professional Learning sessions. All Professional Learning undertaken by staff in 2012 was linked to the school plan to support the achievement of proposed school outcomes and targets.

The Professional Learning undertaken by staff during 2012 included the following:

* Ongoing training in Best Start, L3 and Reading Recovery.

* Two staff members were trained as Work Health and Safety Officers.

* Whole staff attended Sessions on The explicit teaching of comprehension in guided reading year 2-6 presented and supported by Regional Consultants.

* An Assistant Principal attended the Leading ion Mathematics training in Sydney. He returned to school with current practices and led the whole school in developing their skills in the programming and teaching of mathematics. This is an ongoing focus area.

* Problem solving in mathematics.

* Learning and Support Teacher regional training was attended by our LAST and school executive ongoing training.

* The New Scheme Teacher attended a 2 day induction conference targeting that cohort. Executive teachers attended Catering for New Scheme Teachers training to support present and future NSTs.

* The librarian attended Oasis stock take training.

* The Principal attended numerous P/L sessions on ESES, LSLD.

* Whole staff Nonviolent crisis intervention training

* Effective vocabulary instruction in the k-6 classroom for all staff k-6.

Space prohibits the inclusion of the complete Professional Learning activities undertaken by the staff at Cooranbong Public School during 2012.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increase the level of student achievement in literacy.

2013 Targets to achieve this outcome include:

- To better student expected growth year 3 to year 5 in reading from the current 50% and maintain those achieving higher than expected growth.
- Increase the number of the current Kindergarten students at or above cluster 6 in reading from the current 7% to 75% or higher by the end of year 1.
- Increase the current number of students in the top two bands from 32% to 40% in year 3.

Strategies to achieve these targets include:

- Continue with Reading Recovery program, L3 and Best Start and the explicit instruction of comprehension and vocabulary.
- Introduce the Focus on Reading Program for students K-6

Outcome for 2012–2014

Increase the level of student achievement in Numeracy

2013 Targets to achieve this outcome include:

- Increase the number of the current Kindergarten students from the level 2 in Multiplication and Division from the current 33% to 75% or higher by the end of year 1.
- To better student expected growth year 3 to year 5 in reading from the current 50% and maintain those achieving higher than expected growth.
- Increase the current number of students in the top two bands from 16% to 40% in year 3.

Strategies to achieve these targets include:

- Professional learning on problem solving for staff, Continuing with Newman’s Error Analysis, Counting On and Count Me in Too.
- Continue with the implementation of the North Coast Mathematics Programming and Best Start assessments

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.

Mrs. B. Beattie Principal
Mr. A. King Assistant Principal
Mrs. K. Hamilton Assistant Principal
Mrs. T. Sewell SAM
Mr. R. Kamarali P&C President

School contact information

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Government Road, Cooranbong
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Fax: 49772059
Email: Cooranbong-p.school.nsw.edu.au
Web: http://www.cooranbong-p.school.nsw.edu.au
School Code: 1635

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