Our school at a glance

Students

The students at our school are local children from varied backgrounds and academic ability. We have 10% of our student body identifying as Aboriginal.

Staff

The staff at Cooranbong Public School consists of experienced classroom teachers who are long term employees at Cooranbong Public School. The support staff are also experienced long term employees.

Significant programs and initiatives

Cooranbong Public School has participated in the Morisset Public School National Partnerships Strategy as a spoke school. This has developed staff capabilities in the teaching of Numeracy and Literacy.

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

Transition programs have been successful for our Pre-school to Kindergarten students. Our year 6 students also participate in transition programs into high school. These programs cater for the specific needs of our Aboriginal, vulnerable students and mainstream students.

Principal’s message

Cooranbong Public School celebrated 150 years of providing quality education to students this year. We also celebrated the official dedication of our new Building Education Revolution buildings.

Our Annual School Report summarises the achievements of our school in 2011 and provides advice regarding our priorities for 2012. Our dedicated staff continued their strong commitment to their professional learning and the implementation of quality innovative programs to improve the learning outcomes of our students.

They have actively participated in programs that have enabled them to work with and share learning with colleagues from other schools in our local Morisset Management Group, as well as ongoing professional development at regional and state levels. This has ensured the development of skills, knowledge and understanding of curriculum and current trends in teaching and learning.

Our school serves a cohesive community. Student learning is enriched by the generous support of parents and community members, who give their time and expertise to school initiatives, broadening the scope of activities offered to our students. Our school is encapsulated in:

- a strong connectedness between the school and the community;
- a culture that supports, nurtures and values kindness and respect of individual differences, a commitment to and love of learning, practices that empower students by developing problem solving skills; and
- a commitment to the provision of a curriculum that is relevant, challenging and addresses individual learning needs.

At Cooranbong PS we are very proud of the achievements of our students in a variety of fields. Students are constantly encouraged to explore, extend, be challenged and “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.

Barbara Beattie
P & C Message
The Cooranbong Public School P & C (2011) has had a very successful year and it has given the association great satisfaction to have assisted with the purchase of equipment and resources for the school as well as assisting in other ways.

This year the association had a total of 22 financial members. The association is responsible for the operation of the uniform shop and canteen through the assistance of volunteers. A special thanks to all the volunteers who enable the canteen and uniform shop to operate for the benefit of the whole school community.

The executive for 2011 are Amanda Wheeler (President), Robert Kamaralli (Vice President), Kerrie Fuller (Vice President), Joanne Pfahl (Treasurer) and Kirsten Thomson (Secretary).

Fundraising events organized by the association raised a total of $9382. In addition the sum of $4190 was raised by the operation of the canteen and the sum of $2320 was raised by the operation of the uniform shop.

As a consequence, the P & C was able to achieve the following for the students of Cooranbong Public in 2011
1. Supply and installation of two air conditioners to classrooms ($5594.31).
2. $309.84 donation towards the installation of interactive white boards in junior classrooms in 2012.
3. $500 donation towards the water swim safe program.
4. $3650 donation for the purchase of teacher resources.
5. Student Indemnity Insurance for all students ($951).

The P &C also secured a grant from Telstra in the sum of $1200 which will be used by the school towards the purchase of interactive whiteboards in 2012.

The three operating accounts of the association are well positioned financially for the start of 2012, further the sum of $1000 has been allocated for the renewal of the indemnity insurance in 2012 and the sum of $1500 set aside to be donated to the school in February 2012 for the purchase of interactive white board technology. Both these allocations will be ratified by the membership in the final general meeting for the association before the AGM and commencement of the new financial year for the association in February 2012.

Amanda Wheeler (P & C President)
15/12/2011

Student Representative’s message
This year our school welcomed Mr. Combet to officially open our new classrooms. We had a wonderful trip to Canberra visiting Parliament House and Questacon. Our school leaders attended School Leadership training. School leaders participated in buddy programs supporting younger students in reading, sport and kindergarten peer support. Mr. King, other teachers and parents helped us to organize fundraising events to help pay for our excursions and buy things for the school.

Amber Paranihi School Captain

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
Student enrolments have decreased slightly this year. The transient nature of some of our families has had an impact on the retention of student numbers. The local community is also changing and we have seen the impact in fewer kindergarten enrolments.
### Student Enrolment

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

### Student Attendance

#### School

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.7</td>
<td>93.2</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.1</td>
<td>90.2</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90.8</td>
<td>89.8</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.8</td>
<td>92.0</td>
<td>91.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89.8</td>
<td>92.5</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>90.8</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.0</td>
<td>94.8</td>
<td>91.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.1</td>
<td>92.1</td>
<td>91.9</td>
<td>91.8</td>
</tr>
</tbody>
</table>

#### Region

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.6</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.6</td>
<td>93.9</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>94.0</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.7</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.5</td>
<td>93.9</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.4</td>
<td>93.7</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.0</td>
<td>93.3</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>91.5</td>
<td>93.9</td>
<td>93.9</td>
</tr>
</tbody>
</table>

#### State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1H</td>
<td>K</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1/2D</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5/6K</td>
<td>5</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>5/6L</td>
<td>5</td>
<td>17</td>
<td>28</td>
</tr>
</tbody>
</table>
Student Attendance

Student overall attendance has remained steady at a 91% average for the past five years. Cooranbong Public School attendance rates are below those for the regional and state public schools.

Management of non-attendance

Attendance is monitored by class teachers. Discussions about excessive student absences are undertaken at Learning Support Team meetings. Clarifications of all absences are sought from parents/carers by either direct discussions or by letters posted to the appropriate address. Home School Liaison Officers are notified if unacceptable absences continue to occur.

Staff information

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

Staff retention

The appointment of a new principal was the only change to the permanent teaching staff in 2011. Cooranbong Public School has retained the remaining permanent teaching staff from 2010. All teaching staff meets 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>

Staff Establishment

- Principal: 1
- Deputy Principal(s): 0
- Assistant Principal(s): 2
- Head Teachers: 0
- Classroom Teachers: 6.636
- Teacher of Emotional Disabilities: 0
- Teacher of Mild Intellectual: 0
- Teacher of Reading Recovery: 0.315
- Support Teacher Learning: 0.6
- Teacher Librarian: 0.4
- Teacher of ESL: 0
- Counsellor: 0.2
- School Administrative & Support: 1.922
- Total: 13.073

The National Education Agreement requires schools to report on Indigenous composition of their workforce. The school employs Indigenous tutors for the implementation of the Norta Norta Program. The Principal also identifies as Aboriginal.

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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong> $</td>
</tr>
<tr>
<td>Balance brought forward              91155.06</td>
</tr>
<tr>
<td>Global funds                         139110.04</td>
</tr>
<tr>
<td>Tied funds                           82995.19</td>
</tr>
<tr>
<td>School &amp; community sources           42939.34</td>
</tr>
<tr>
<td>Interest                             5457.05</td>
</tr>
<tr>
<td>Trust receipts                       5166.85</td>
</tr>
<tr>
<td>Canteen                              0.00</td>
</tr>
<tr>
<td>Total income                         366823.53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas                  11566.49</td>
</tr>
<tr>
<td>Excursions                           23940.82</td>
</tr>
<tr>
<td>Extracurricular dissections          14094.79</td>
</tr>
<tr>
<td>Library                              1259.87</td>
</tr>
<tr>
<td>Training &amp; development               1078.13</td>
</tr>
<tr>
<td>Tied funds                           12294.88</td>
</tr>
<tr>
<td>Casual relief teachers               46008.58</td>
</tr>
<tr>
<td>Administration &amp; office              49250.42</td>
</tr>
<tr>
<td>School-operated canteen              0.00</td>
</tr>
<tr>
<td>Utilities                            22622.27</td>
</tr>
<tr>
<td>Maintenance                          19596.17</td>
</tr>
<tr>
<td>Trust accounts                       5273.22</td>
</tr>
<tr>
<td>Capital programs                     0.00</td>
</tr>
<tr>
<td>Total expenditure                    310985.64</td>
</tr>
<tr>
<td>Balance carried forward              55837.89</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details can be obtained from the school.

### 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)

#### Literacy – NAPLAN Year 3

Year 3 achievements in the 2011 NAPLAN indicate a positive shift to higher bands across all assessment areas.

#### Year 3 NAPLAN Reading

![Year 3 NAPLAN Reading Graph]

- Cooranbong Public School achieved a higher Percentage of year 3 students in band 6 for writing than the state average.
- The overall achievement in writing was above similar school groups and slightly below state averages.

#### Year 3 NAPLAN Writing

![Year 3 NAPLAN Writing Graph]
Year 3 NAPLAN Spelling

Coooranbong year 3 students achieved a higher percentage of students in band 6 and a lower number of students in bands 1 and 2 compared to the 2011 state percentages in these bands. The graph indicates a shift by year 3 students to the higher bands during the period 2008 to 2011.

Year 3 NAPLAN Grammar and Punctuation

The graph indicates an upward shift for year 3 students which exceeds that of similar school groups.

Year 3 NAPLAN Numeracy

Year 3 students achieved average scores well above the state and similar school groups in Numeracy. All students achieved minimal standards in Numeracy with no students were placed in band 1.

Literacy – NAPLAN Year 5

Year 5 NAPLAN Reading

The 2011 assessment of year 5 reading indicates there is an
increased number of students achieving the lower bands in reading.

Year 5 NAPLAN Writing

The 2011 assessment for writing indicates a number of students are performing in the middle and lower bands.

Year 5 NAPLAN Spelling

The majority of students were placed in band 5 and upwards. The trend appears to be on the decline for spelling based on previous averages.

Year 5 NAPLAN Grammar and Punctuation

The graph indicates a trend shifting towards the lower bands for year 5 in these areas. The student representation in the lower bands was greater than for state averages.

Numeracy – NAPLAN Year 5

Year 5 results indicate a trend towards the middle bands in numeracy. Student achievement is below state and similar school averages.
Progress in literacy

Year 5 progress in literacy is below state averages in all areas. In the Area of Grammar and Punctuation there has been growth from 2008 to 2011.

Progress in numeracy

The graphs indicate there has been little growth between 2008 and 2011 in numeracy. The students continue to perform below state and similar schools in this area.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Minimum Standards data</th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.3</td>
</tr>
<tr>
<td>Writing</td>
<td>96.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
No students from Cooranbong Public School were exempt from the 2011 NAPLAN testing.

Over 96% of year 3 students achieved minimal standards in literacy. In Numeracy 100% of students achieved the minimal standards in Numeracy.

There has been a decline in numbers achieving the minimal standards across the board in year 5. There was some improvement in the area of grammar and punctuation for year 5 from the previous year. The number of students achieving the minimal standard increased from 75% to 82.4%. An average of 80% of students in year 5 achieved minimal standards in Literacy. In Numeracy 91.2 percent achieved the minimal standards.

We recognise that Aboriginal students have specific teaching and learning needs. There were improved outcomes in a range of areas and we look forward and have planned for ways to raise these levels. We are endeavoring to promote equitable and appropriate educational outcomes and increase the involvement of Aboriginal and Torres Strait Islander people in educational decision making. Throughout the year we:

Ensured Aboriginal students received Norta Norta tutoring this year which achieved positive outcomes for those students.

- continued with Personalised Learning Plans for all Aboriginal students actively involving parents and carers in the educational decision making processes for their children.
- incorporated Aboriginal perspectives in all aspects of the curriculum
- continued the Year 6 to Year 7 transition program for our Aboriginal students
- consolidated staff training and development in anti-racism issues
- sought the support and involvement of the local Aboriginal Consultative Group to ensure Aboriginal perspectives in curriculum activities were appropriate.
- acknowledged and participated in celebrations for NAIDOC week and Sorry Day.

Multicultural education

Cooranbong Public School acknowledges and celebrates its cultural diversity. We foster cultural tolerance and acceptance through our curriculum and participation in Naidoc Day and Harmony Day activities.

We have a designated, trained Anti – Racism officer in the school.

We actively promote getting along and resilience as part of the You Can Do It program in order to build an appreciation of differences and the sharing of cultures.

The classroom programs which are undertaken across our school contain multicultural perspectives and are very effective in promoting cultural tolerance.

### Significant programs and initiatives

#### Aboriginal education

Aboriginal students received Norta Norta tutoring this year which achieved positive outcomes for those students.
National Partnership programs

During 2011 our school continued as part of the National Partnership Program Morisset Public School as a spoke school. As a spoke school we were able to continue to participate in a number of professional development activities. These included:

- reinforcing the implementation of the NSW Quality Teaching model by utilising internal and external resources including the University of Newcastle. Executive staff attended a two day workshop on Quality Teaching enabling them to effectively support the implementation of the Quality Teaching Framework in the classrooms.
- creation of stronger links with the university to provide support for practicum students.
- A Highly Accomplished Teacher (HAT) based at Morisset Public School provided support in collating data from our NAPLAN results. Individual staff members worked alongside the HAT to analyse student data and develop strategies to improve student outcomes.
- Establishing a network for the Assistant Principals to share ideas and engage in professional discourse on a regular basis.

Other programs

Best Start, 3L's and Reading Recovery

All of these programs continued this year. They all complement each other and we have seen very positive outcomes for our students. The students have achieved the regional targets for literacy.

You Can Do It

This program continues to have a positive influence on student personal growth and well being. It is an integral component of our Student Welfare and Discipline Policy. The suspension and detention data indicates a decline in negative student behaviours. There is also a noted increase in the number of students achieving awards for positive attitudes and behaviours.

Premiers Sporting Challenge

In 2011 students from Kindergarten to Year 6 were given the opportunity to participate in the Premiers Sporting Challenge. The aim of the Challenge is to get students active at both school and home. The challenge ran for 10 weeks. The students were provided with a range of physical activities at school and were encouraged to “get active” outside school hours.

Active after School Care

Once again in 2011 Cooranbong School ran an Active after School Care Program which is funded and supported by the Commonwealth Sports Commission.

The school was able to provide 3 sessions per week in which students from Kindergarten to Year 6 participated in the program. The program has provided the students with access to trained coaches and additional sports equipment to the school. Approximately 80 students were able to participate in the program during 2011.

Andrew King

Progress on 2011 targets

Target 1

Literacy - focus on improved grammar and punctuation

- The “Sentence A Day” program was integrated into all areas of the curriculum
- The North Coast Spelling strategies are used across all stages NAPLAN results indicated a positive upward trend in the averages for year 3 students. Year 5 results indicate the student average results in spelling remain in the middle bands.
- The Partners in Print program continued this year with parents and community members volunteering their time to support the literacy program.
- The Language/Learning/Literacy program was resulted in the Kindergarten students achieving Regional targets in reading.
Target 2

Numeracy – focus on core mathematics learning and problem solving

Strategies to achieve this target include:

- All classes implement a “Problem A Day” program
- Enrichment groups for the teaching of mathematics involving the higher achieving students were formed. The students actively engaged in the learning.

The NAPLAN results did not indicate this strategy had any significant impact on student test results.

- The Math’s Fun Day was not held due to other commitments made on the teachers. The Math’s Number Facts Competition was held and students all achieved beyond expectations.
- The Parents In Mathematics workshop was postponed until 2012. It will be included in a series of workshops being offered by the school.
- Enrichment groups formed and students displaying deeper knowledge and understanding of mathematics
- Math’s Fun Day and Number Facts Competition successfully completed with positive outcomes achieved

Target 3

Welfare – focuses on improved eating habits and increased physical activity

- Students all participate in fruit break each day.
- A large number of students K-6 have participated in the Active after School Program.
- A large number of students participated in the bike safety program run through the Active after School Program. Students are wearing protective gear when riding their bikes to school.
- The school has a healthy canteen with all items being sold being approved under the NSW Healthy Canteen Strategy.

Target 4

Aboriginal Education – focus on reviewing Personal Learning Programs (PLP) and transition from Year 6 to Year 7

- All indigenous students have current Personalised Learning Plans.
- Norta Norta Tutoring was successfully implemented for the Aboriginal students. This tutoring program was successful in engaging the students in learning and making academic progress in literacy and numeracy.
- All Indigenous year 6 students participated in the targeted Aboriginal transition to high school program this year.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Mathematics and Administrative Systems

Educational and management practice

Administrative Systems

Background

The compliance of Administrative systems and procedures with DEC guidelines was reviewed. The assessment of documentation and interviews with staff and parents were used to determine compliance.

Findings and conclusions

- Many staff was unaware of some required procedures.
- Many policies and procedure documents require updating.
- The communication of policy and procedures not being done effectively many parents and staff were unsure of requirements.
Future directions

- Development of timelines to review and update policies in line with DEC guidelines, including the formation of teams to carry out this strategy.
- Quality administrative systems and procedures are written and implemented.
- Ensure policies and procedures are published and accessible to staff and community members using the school website and through distribution of hard copies.

Curriculum - Mathematics

All parents/carers were given the opportunity to provide feedback on our investigation into how they view the teaching and learning of mathematics at our school. This was in the form of an anonymous written survey and responses were received from a large cross-section of classes. All staff participated in the survey.

Background

After discussions with staff, students and parents the following findings were identified.

Findings and conclusions

School resources are minimal or antiquated for the teaching of mathematics.

No common approach to the teaching of Mathematics.

Teachers require further up skilling in current pedagogy used for teaching Mathematics.

Future directions

Introduce North Coast Mathematics Program across the stages.

Form a Numeracy Team to review teacher resources and cost the replacement and purchase of equipment.

Provide appropriate professional learning opportunities for staff in the teaching of Mathematics.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent, student and staff groups indicated they speak positively about the school. They were satisfied students, staff and parents were valued members of the school whole community. Students and staff indicated they enjoyed being at school. The school provides a stimulating learning environment and quality learning experiences for the students.

There was a general consensus the students and parents felt students were achieving and staff were supportive of their learning needs.

Professional learning

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.

All staff will participate in strategic professional development activities which focus on their individual needs as well as those of the whole school.

All staff will attend a series of professional development opportunities at the school and externally.

The staff will participate in professional learning in the following areas:

- Integrating technology in the classroom
- Leadership training for Executive and interested staff.
- Quality teaching – Student Relevance
- CPR emergency procedures update Anaphylaxis prevention and treatment
- Curriculum planning and implementation.
- The Institute of Teachers – teaching standards and accountability.
School priority 1

Outcome for 2012–2014

To increase the number of students achieving at or above minimal standards in literacy K-6.

2012 Targets to achieve this outcome include:

- 75% of ES1 students will achieve Cluster 4 in each of the literacy aspects 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 year 3.

Strategies to achieve these targets include:

- P/L for all ES1 and S1 Class Teachers in L3 Program
- L3 program extended to stage 1 classes
- L3 program extended to stage 1 classes
- Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ literacy learning needs.
- Assessment activities are planned, relevant and used to guide all teaching and learning in the classrooms.
- Aboriginal students identified by NAPLAN as not achieving state targets in Literacy participate in tutoring programs. Review PLP’s to reflect student learning needs and achievements.

2012 Targets to achieve this outcome include:

- Decrease the disparity in numeracy outcomes between Aboriginal students and the wider student population.
- 75% of ES1 students will achieve level 4 (1A) level 3(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 by the end of year 2.

Strategies to achieve these targets include:

- 100% of Aboriginal students will have PLP’s written that state individual learning targets for Numeracy based on current / ongoing assessment data.
- Introduce and implement the North Coast Maths Program across the school K-6.
- Use whole school planning processes to evaluate the quality of numeracy teaching. Implement school-based, regional and state-wide professional learning programs that will increase teachers’ capacity to identify and address students’ numeracy learning needs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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. Barbara Beattie Principal
Mr. Andrew King Assistant Principal
Mrs. Kerrie Hamilton Assistant Principal
Mrs. Kerry Fuller Parent P&C Rep
Mr. Robert Kamaralli Parent P&C Rep
School contact information
Cooranbong Public School
Government Road,
Cooranbong 2264
Ph: 02 49771122
Fax: 02 49772059
Email: cooranbong-p.school@det.nsw.edu.au
Web: 

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: