Messages

Principal's message

2008 saw the retirement of Mr Kevin Maddox after 14 years as principal of Coolamon Central School. A function to celebrate Kevin’s contributions to the students and community of Coolamon and his commitment to public education was attended by many past and present staff and students. Kevin’s enthusiasm for Central Schools has been a major contributing factor in the success of Coolamon Central School over the years.

This year was the first year of the National Assessment Program in Literacy and Numeracy (NAPLAN). Our school results show that students made significant improvement between Year 3 and Year 5, well above state averages, especially in the areas of reading and numeracy.

We have continued to make improvements to the learning environment. The primary COLA has been completed as has the metal work room. The latter is gradually being fitted with equipment. The new kiln is also in operation.

The school website has had a major overhaul. It provides an additional platform for showcasing student achievement as well as being a source of information. The school newsletter and recent letters home can be readily accessed from the site.

Our school has had a positive year. This report documents many of our achievements. I look forward to working with parents, staff and students to implement successful programs in 2009.

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.

John Burns

P&C message

The P&C has had a productive year raising funds and dispersing funds for resources identified by the school staff. Approximately $7000 was used to purchase resources including:

- Textbooks
- Readers
- Atlases
- Dictionaries
- Knives for hospitality classes
- Sporting equipment

The major fundraising effort was the Art Extravaganza which highlighted the creative and performing arts talent within the school community.

The canteen has continued to provide a valuable service to the school, providing healthy and nutritious options for students and staff. Additional volunteer helpers are always welcome

Andrew Carmichael, P&C President

School Council message

Coolamon Central School Council is a body that represents parents, students, staff and the wider community.

Some of the issues discussed during 2008 included:

- The school council constitution and division of responsibility between the school council and the P&C;
- The school motto, vision statement and mission statement;
- Progress on the planned major refurbishment of the school and
- Changes to the school enrolment policy

Barney Dalgarno, School Council President

Student representative's message

2008 saw both primary and secondary SRC working together on projects such as ‘Crazy Hair Day’, raising $1700 for the Shave for a Cure Foundation, and a school fete which raised $1300. With the help of the P&C this money was used to purchase a new guitar and amplifier and involve the school in the World Vision’s ‘SMILES’ program.

The SRC has also been involved in:

- Red Cross Youth Challenge
- Sponsoring representatives to various regional and state conferences
- Sponsoring sporting trips and purchasing sporting equipment
- Sponsoring students to attend Youth Summits

The primary SRC held a very successful primary talent quest.
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 K-6

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
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<td>87</td>
<td>72</td>
<td>78</td>
<td>71</td>
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<td>Female</td>
<td>82</td>
<td>77</td>
<td>81</td>
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<td>90</td>
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Student enrolment profile 7-12

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<th>2005</th>
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<tr>
<td>Male</td>
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<td>80</td>
<td>72</td>
<td>78</td>
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<tr>
<td>Female</td>
<td>88</td>
<td>90</td>
<td>82</td>
<td>96</td>
<td>89</td>
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Student Attendance Profile

<table>
<thead>
<tr>
<th>Years 7 to 10 Attendance Rates</th>
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<tr>
<td>2005</td>
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<tr>
<td>School</td>
</tr>
<tr>
<td>Region</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

Structure of classes

In 2008, primary classes were mostly arranged in stage groups of mixed abilities. The exception was Year 2 which was a designated year group.

Year 7, 8 and 10 each had two core classes, while Year 9 was one class. Mathematics classes were split based on student ability in that subject. Students in Years 9 and 10 each studied three elective subjects in combined 9/10 classes.

Two students were accelerated in English. One student completed Year 11 Preliminary Advanced and Extension 1 English, while the other student who was in Year 9, completed their School Certificate.

One Year 11 student completed two maths based subjects at Charles Sturt University, while continuing his Year 11 studies.

2008 saw the closure of the support class, with the Life Skills students being integrated into mainstream classes on modified programs.

Post-school destinations

In 2008 18 students completed the HSC at Coolamon Central School. Four students have accepted university places while a further two have deferred for 12 months. Five are completing tertiary qualifications at TAFE and two have secured Traineeships. Four students have secured part time employment, one of whom is awaiting acceptance into the Armed Forces.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
Retention to Year 12
There was a large increase in the proportion of students staying on to complete Year 12.

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>1.00</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.00</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2.00</td>
</tr>
<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.60</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.00</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.00</td>
</tr>
<tr>
<td>Total</td>
<td>23.41</td>
</tr>
</tbody>
</table>

Staff retention
Two staff members retired, two teachers went on maternity leave and one teacher secured permanent employment. We had one new appointment.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.4%.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>85</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: 30/11/2008

Income $519,923.20

Balance brought forward 96,636.38
Global funds 199,374.87
Tied funds 126,922.22
School & community sources 70,230.09
Interest 9,679.37
Trust receipts 17,080.27
Canteen 0.00
Total income 519,923.20

Expenditure

<table>
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<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>62,064.06</td>
</tr>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>26,449.57</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
<td>2,179.03</td>
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<tr>
<td>Tied funds</td>
<td>115,430.27</td>
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<td>Casual relief teachers</td>
<td>27,326.65</td>
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<tr>
<td>Administration &amp; office</td>
<td>29,207.90</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>34,917.16</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33,160.89</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14,257.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>9,860.72</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>395,630.94</td>
</tr>
</tbody>
</table>

Balance carried forward 124,292.26

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Over the course of 2008 the following student achievements were highlights.

Achievements

Arts

Visual Arts

- The Year 9/10 Elective class of Visual Arts with Artist in Residence Jo Langtry produced a wonderful display named simply ‘Cows’ consisting of cows created from corrugated iron. Some were attached to a metal frame, while others are freestanding. These are complemented by mosaics that were made during the time with Jo. These pieces of work now take pride of place on the heritage building near the rotunda at the front of the school.

- The P&C held their major fundraiser for the year with an Art Extravaganza held at the Up-to-Date Store. As part of this extravaganza, every Visual Arts student from Years 7 – 12 displayed at least one piece of their work and each primary class submitted a class masterpiece.

Music

- Students attended the Combined Schools Music Camp from which Alana Jaye, Georgia Matthews and Annabelle Matthews were selected to participate in the Riverina Schools Band Tour.

- Grace Carmichael successfully auditioned on flute to be a member of the Regional Music Ensemble – Primary Schools. Grace performed at the annual Principal’s Conference.

Drama

- 2008 saw Coolamon Central School’s first HSC Drama performance exam.

- Students performed at the annual Up-to-Date Art Exhibition and at the Creative Art’s Extravaganza

Sport

- Both the Boys and Girls Touch teams qualified for the finals of the Central Schools knockout. For the first time the boys emerged as State Champions!

- The senior cricket team made it to the finals of the Central School knockout.

- Several students from our school represented the Riverina Region in AFL, Touch, Cross Country and Tennis.
- Grace Carmichael was a Riverina Representative at the State PSSA Swimming Carnival in Sydney. She participated in the 50m Butterfly.

Other

Science Week

During Science Week Coolamon Central School and Year 10Y were delighted to be visited by Coolamon Preschool.

During their visit fun and games were to be had in the Science Lab. The preschoolers played with models of the body, looked at old bones, played with rocket balloons and saw how light looks when it passes through a prism.

Pre-schooler investigating body parts.

Special Forever

‘Special Forever’ is an environmental program. Coolamon Central School regularly takes part in this activity. For two years running we have had student’s work published in the anthology. This year two class projects that were completed as part of their library program were published.

Melaleuca’s worm fact farm.

Academic

Competitions

This year we had numerous students enter into various national and international competitions.

- Jacob Craig achieved a High Distinction Award in the University of New South Wales Science Competition placing him in the top 1% of competitors in the state.
- Daniel Fox achieved Distinction Awards in the University of New South Wales Mathematics competition and the Australian Mathematics Competition.
- Claire Stidwill, Thomas Graham and Madeleine Graham achieved Distinction Awards in the University of New South Wales Science Competition.
- Fifteen students achieved Credit awards in the University of New South Wales Competitions.
- Ten students achieved Credit Awards in the Australian Mathematics Competition.
- Twenty two students from K-6 completed the Premier’s Reading Challenge

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 the 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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 grammar and punctuation

Legend:
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008
### Percentage of students in bands: Year 9 grammar and punctuation

- **Progress in literacy**

  **Average Progress between Year 3 and Year 5**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>1.4</td>
<td>12.0</td>
<td>16.9</td>
<td>51.4</td>
<td>15.5</td>
<td>0.0</td>
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<tr>
<td>LSG average 2008</td>
<td>0.6</td>
<td>3.1</td>
<td>27.2</td>
<td>42.5</td>
<td>23.6</td>
<td>3.0</td>
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<tr>
<td>State average 2008</td>
<td>0.7</td>
<td>3.0</td>
<td>25.5</td>
<td>36.4</td>
<td>27.4</td>
<td>5.1</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 9

- **Average Progress in numeracy for matched students**

<table>
<thead>
<tr>
<th>Performance band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tr>
<td>School Average 2004 - 2008</td>
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<td>39.9</td>
<td>79.3</td>
<td>7.1</td>
<td>7.1</td>
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<tr>
<td>LSG average 2008</td>
<td>0.9</td>
<td>28.4</td>
<td>37.2</td>
<td>21.6</td>
<td>10.0</td>
<td>1.7</td>
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<tr>
<td>State average 2008</td>
<td>1.1</td>
<td>24.2</td>
<td>31.8</td>
<td>21.9</td>
<td>14.3</td>
<td>7.2</td>
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</table>

### School Certificate

**School Certificate External Tests**

#### English

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<th>3</th>
<th>4</th>
<th>5</th>
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<td>4</td>
<td>16</td>
<td>8</td>
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<tr>
<td>School Average 2004 - 2008</td>
<td>1.4</td>
<td>12.0</td>
<td>16.9</td>
<td>51.4</td>
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<td>0.0</td>
</tr>
<tr>
<td>LSG average 2008</td>
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<td>27.2</td>
<td>42.5</td>
<td>23.6</td>
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#### Mathematics

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<th>4</th>
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<td>0</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>1.4</td>
<td>12.0</td>
<td>16.9</td>
<td>51.4</td>
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<td>0.0</td>
</tr>
<tr>
<td>LSG average 2008</td>
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<td>3.1</td>
<td>27.2</td>
<td>42.5</td>
<td>23.6</td>
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### School Certificate

#### Science

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<tbody>
<tr>
<td>Number in band 2008</td>
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<td>3</td>
<td>10</td>
<td>11</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>0.0</td>
<td>7.1</td>
<td>39.9</td>
<td>79.3</td>
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<tr>
<td>LSG average 2008</td>
<td>0.9</td>
<td>28.4</td>
<td>37.2</td>
<td>21.6</td>
<td>10.0</td>
<td>1.7</td>
</tr>
<tr>
<td>State average 2008</td>
<td>1.1</td>
<td>24.2</td>
<td>31.8</td>
<td>21.9</td>
<td>14.3</td>
<td>7.2</td>
</tr>
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</table>

### Australian History, Civics and Citizenship

<table>
<thead>
<tr>
<th>Performance band</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Number in band 2008</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>School Average 2004 - 2008</td>
<td>1.4</td>
<td>12.0</td>
<td>16.9</td>
<td>51.4</td>
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<td>0.0</td>
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<tr>
<td>LSG average 2008</td>
<td>0.6</td>
<td>3.1</td>
<td>27.2</td>
<td>42.5</td>
<td>23.6</td>
<td>3.0</td>
</tr>
<tr>
<td>State average 2008</td>
<td>0.7</td>
<td>3.0</td>
<td>25.5</td>
<td>36.4</td>
<td>27.4</td>
<td>5.1</td>
</tr>
</tbody>
</table>
School Certificate relative performance comparison to Year 5 (value-adding)

Students showed growth well above state average in all areas except English.

Higher School Certificate

Standard English and General Mathematics were the only two subjects with a student cohort greater than 10 students.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Consistent with the DET Aboriginal Education Policy, aspects of Aboriginal history, culture and understanding of Aboriginal issues were again included in teaching and learning programs with particular emphasis in visual arts, history, English, science and agriculture. Resources for teaching about Aboriginal history and culture are housed in the school library and aspects of Aboriginal culture are embedded in the Primary HSIE and Stage 4 and 5 history and geography curriculum.

The Acknowledgement of Country was performed by students at major ceremonies and assemblies held by the school during the course of the year.

During NAIDOC Week we were especially thrilled to be entertained by the Aboriginal Dance Group from Mt Austin High School.

Multicultural education
Most Coolamon Central School students come from English speaking backgrounds. This emphasises the need for ongoing awareness raising of a national and global society that is significantly different from that of Coolamon and the Riverina Region.

Students have an understanding and appreciation of cultural diversity.

Students can compare and contrast their own lives with other cultures in Australia and overseas.

Respect and responsibility

The school culture encourages students at Coolamon Central School to become responsible citizens of their community and the wider community. In 2008, student leaders played an active role in Coolamon Anzac Service. Many of the students and staff took part in the march.

RSL Essay Competition

Bill Levy, Chris Fairweather and Col Dyce attended the school to present the students with their awards for the annual Coolamon RSL Essay competition. Stage 3 and Year 9 took part in this competition.
Working with our Community

The Stage 3 students have been taking part in community and school activities. Stage 3 Grevillea visited the pre-school to assist with their learning.

Stage 3 Waratah helped to lay turf at the local swimming pool. This was to give them an idea of the work involved in having a nice grassed area.

Both classes conducted a cake stall raising approximately $170 for Country Hope; they were also Peer Support Leaders in Term 3 and 4.

Progress on 2008 targets

Every year the school plan identifies targets which we work together to achieve.

This section of the report describes the progress we have made in achieving the improvement targets that were set for 2008.

Target 1

To maintain and improve student outcomes in literacy and numeracy in the early years of schooling

Our achievements include:

- Year 3 NAPLAN results show 68% achieving Band 4 or above in reading, 62% in writing, 51% in spelling and 66% in grammar and punctuation. These results exceed our targets in literacy.
- 61% of Year 3 students achieved Band 4 or above in numeracy which exceeds our target in this area.
- Year 5 NAPLAN results almost reached target levels with 57% achieving Band 6 or greater in reading, writing and spelling. 61% achieved greater than band 6 in grammar and punctuation thus reaching target level.
- Our target for Year 5 numeracy was exceeded with 70% of students achieving Band 6 or above.
- Progress in Year 2 literacy and numeracy will be identified in 2009 NAPLAN

Target 2

Students will successfully transition through school from Year 6 to Year 7

Our achievements include:

- A Year 7 orientation program, Secondary Transition into Coolamon Central School (STICCS) for Coolamon Year 6 students and Year 6 students from our feeder schools. This involved a series of days throughout the year where students experienced life as a secondary student.
- Teacher Professional Learning based around data analysis.
- Zero referrals relating to bullying among Year 7 indicating successful Yr 6 – 7 transition

Target 3

Increase the profile of the school in the Coolamon area.

Our achievements include:

- Improvements to information boards providing school details and regularly updated with current information;
- Updated school website;
- A representative school team undertook professional learning on promoting our school

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 2008 our school carried out evaluations of School Planning and English.

Educational and management practice

School Planning

Parents completed a survey to ascertain the extent to which they were aware of the planning processes involved in developing the School Management Plan. Staff and students were surveyed on various aspects of school planning.

Findings and conclusions

- The vast majority of the parents who responded to the survey were not aware of the planning involved in the development of the management plan.
- Staff were generally happy with the forward moves that have been made to make planning processes more transparent, however several would like more involvement in areas such as budgeting.
- 95% of students agreed that the school plans interesting activities for students. Many students would like more excursions (several requested overseas excursions!). 65% of students felt they have a say in what happens at our school.
Future directions

- Procedures have been implemented to involve staff, parents and community more in the planning process. It is anticipated that this increased involvement will continue.
- Professional learning for executive will include a focus on budgets and timetables.
- The SRC will continue to have a strong voice in the school and attempts will be made to raise their profile among the student body.

Curriculum

The curriculum area evaluated in 2008 was English

Background

It is important to distinguish between English and literacy.

Findings and conclusions

- Students and parents were largely unaware that English was studied as a subject in Primary. The perception is that literacy and English are the same thing.
- Secondary students on the whole appreciated the importance of studying English although some senior students question the need for it to be compulsory in calculating the UAI. Students enjoyed creative writing however did not enjoy completing worksheets and several students did not like public speaking.
- Results in School Certificate English have been consistently at or above state average for the past five years with the improved outcomes for boys being a major achievement. However there has been limited growth in English from Year 5 the past three years.
- Several students have been successfully accelerated in English, including English Extension 1 and 2.

Future directions

- An emphasis on the Quality Teaching Framework.
- Detailed analysis of NAPLAN results and incorporating strategies to target specific learning areas.
- A review of K-12 Scope and Sequence in English teaching and learning.
- Maintenance of budget commitments to ensure interesting text material especially for lower ability boys in Stage 4 and Stage 5.
- Development of a writing program in Stage 4 and 5 to emulate skills required in NAPLAN.

Parent, student, and teacher satisfaction

Parents were surveyed on a variety of topics about the school, including motivation, academic needs and standards, school reports, management, behaviour and the school environment. The survey was distributed to the 157 families in the school community. In all 40 surveys were returned, which is a response rate of approximately 25%.

- 82% agreed children were motivated to learn.
- 84% agreed their child’s academic needs were being met.
- 80% agreed the school reports are comprehensive.
- 87% agreed that the teachers are committed and enthusiastic.
- 81% agreed the school has high academic standards.
- 88% agreed that the staff are approachable.
- 92% agreed the school has a safe and secure environment.
- 82% are overall satisfied with the education of their children.

Comments made were mostly positive although some parents were disappointed that the middle schooling is no longer operating and they would like to see the return of an end of year musical or production.

Professional learning

The average expenditure per teacher was $1235 which shows a very strong school commitment to ongoing staff learning and development.

Staff participated in learning activities related to: Child Protection, Quality Teaching, New Scheme and Beginning Teachers, career development, welfare, literacy, numeracy, leadership, ICT and vocational education.

School development 2009 – 2011

Targets for 2009

Target 1

To maintain and improve student outcomes in literacy and numeracy in the early years of schooling.

Strategies to achieve this target include:

- Early assessment of students in need of support in literacy and numeracy;
Referral to the Learning Support Team for learning assistance or Reading Recovery where appropriate;
• Further enhance staff expertise through Teacher Professional Learning;
• Develop individual learning plans for Aboriginal students.

Our success will be measured by:
• Ongoing internal assessment indicates continued growth in literacy and numeracy in Early Stage 1 and Stage 1;
• A 5% growth in Year 3 and Year 5 NAPLAN results in Reading and Numeracy;
• A reduction in the achievement gap between our Aboriginal and non-Aboriginal students

Target 2
To increase the opportunities for executive staff to lead staff in the improvement of educational outcomes.

Strategies to achieve this target include:
• Provide opportunities for executive staff to lead professional learning;
• Allow senior executive to deliver professional learning through executive and staff meetings;
• Develop and implement clear succession plans for all executive positions.

Our success will be measured by:
• Develop and implement a whole school professional learning plan delivered by executive staff;
• Role statements are negotiated and developed;
• Established role statements are communicated to staff, in particular, those in succession positions;
• Executive staff actively involved in the development of school timetable and budget.

Target 3
Improve school/home communication

Strategies to achieve this target include:
• Formation of the school promotion committee to oversee school and community communications;
• Review and enhance the quality of the school newsletter;
• Support student learning by redeveloping the format of our before and after school homework/study sessions;
• Develop individual learning plans for identified students with specific needs related to remediation and extension.

Our success will be measured by:
• The number of families receiving the newsletter in electronic format will increase by 5%;
• Home/school returns are electronically attached to the newsletter via hyperlinks;
• Formation of the committee with representation from school staff, P&C and School Council;
• The number of students in Stage 3 – 6 attending after school homework sessions increases;
• The Learning Support Team develops individual learning plans for identified students.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find 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: http://www.schools.nsw.edu.au/asr