Annual School Report 2013
School context

Coolamon Central School is a comprehensive school that caters to the Coolamon District and surrounds. Classes range from Kindergarten to HSC level and the school has a fostered strong relationship with the local preschool and feeder primary schools.

The school has a 10% indigenous enrolment. The Primary section of the school has 6 mainstream classes including staged and multi staged classes. The High School section caters for students with staged classes allowing for a greater flexibility and options with timetabling and curriculum outcomes for students.

The school has recently undergone major structural changes to create an aesthetically pleasing environment that is user friendly for the whole school.

The school has an active Parent and Citizens Group and a school council that work closely with staff and the community for the benefit of students and the school.

Principal’s message

The schools focus over the past 12 months has been to implement the Riverina’s “How2Learn” strategy into the school. This has involved training staff members in school as learning leaders for the How2Learn strategy and then passing on this knowledge to the rest of the staff through a series or training afternoons at the school. Various aspects can then be implemented into the school through classroom practice, imbedding into programing and units of work and dealing with students on a daily basis.

The school will continue to utilise and imbed the How2Learn strategy in the coming year.

Surveys conducted throughout the year indicate that students are happy with the current discipline system and understand the consequence of their actions, however, would like to see more clarity and fairness in the positive rewards given by the school.

Students believe that teachers follow up on discipline issues and that the school is dealing with issues that arise in a fair and timely manner.

The school has recently undergone a review of the school’s discipline system and recommendations have been given to the school. These recommendations will be analysed and implemented within the school over the coming year. The school will start with consultation over the makeup of the discipline system and changes that need to be made in this area.

The Parent and Citizens association provides a “breaky club” for students three days per week to provide a meal for students who have travelled in on the bus, miss breakfast or are requiring a meal prior to the start of the day. This has been highly successful and the school is thankful to all the volunteers who run this program.

The School has maintained its tradition of school excursions with trips to the Blue Water Holes, Ballarat, Beechworth, The Snowfields, Sydney and the South Coast. There are many sporting excursions to cater to the students requirements also.

This year the school had a strong representation in the Riverina Dance Ensemble, School Spectacular, Riverina Choir, School Choir, Public Speaking, Debating, Representative Sporting events such as athletics and Indigenous Rugby League and swimming.

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.

Daniel Henman.

P & C and/or School Council message

It is with pleasure that I report on the happenings of the Coolamon Central School P&C during 2013. This year has been a successful year with many funds being raised which gives us the opportunity to support our school and our children. I thank everyone who has supported the fundraising efforts this year. We have all worked hard and we are able to see the rewards of our efforts in the smiling faces of the children and staff at Coolamon Central School.

There has been many fundraisers to help us provide great resources for the children of Coolamon Central in both the primary and
secondary areas. Activities such as Fashion Parades, catering at athletics, Mother’s and Father’s Day stalls, several raffles, Pie, Battery and Chocolate Drives and Share the Wear initiatives were held throughout the year. As a result of these fundraisers the P&C were able to donate the following:

- 2 Sport/Event Banners for the school to use at external and internal events.
- A dryer was purchased for the Hospitality faculty in the secondary school.
- $2000 each for staff and student Wish Lists for both Primary and Secondary.
- $500 each for the Library and the Student Representative Council.
- We contributed to the setting up fee of the Skoolbag App for Smartphones. This is a great way to be kept informed and up to date with the events and special days at the school. It is also being used to inform parents and friends of the wonderful achievements of our students when they compete in Sporting and Academic competitions.
- We have supplied the school Debating and Public Speaking Teams with new white shirts so they can wear with pride the school blazers during competitions.
- We have supplied the School Choir with some very high tech zippered ties so they can get ready for performances a lot quicker.
- We have supplied materials to Mr Bruce Rollins and the construction students so they can make some seating for the play ground.
- We have donated $100 to Royal Far West in Sydney. A most worthwhile charity which some of our students have visited.
- The P&C donated funds to the Breaky Central initiative to help maintain this great service for our children.

- And we continue to supply all new enrolments with a new school bucket hat and library bag free of charge

I would like to express my gratitude to the executive Michelle Graham (Treasurer) Delwyn Craig (Secretary) Annie Crocker (Vice President). My sincere thanks and appreciation must go to Daniel Henman, our Principal and his dedicated, hardworking and committed teachers and SASS staff. Due to the support of the school community and the staff of Coolamon Central School our students are in excellent hands.

Jody Graham, President

School Council

Hi all,

This will be my last report as School Council President as I am stepping down from the role after 3 years. I would like to wish the new President all the best.

I would also like to thank all members for their support over the last three years.

Steven Craig Karen Buchegger- Linda Crocker and Daniel Henman, Wouter Kalle, Jody Graham, Val Fixter, Annie Crocker, Hannah Craig and John Watts

A big thank you must go to Karen Buchegger who has been with me for the last three years. It is always easier to do a job when you have a great relationship with your off sider.

Thanks Karen

Some of the Items discussed this year:

1. Notification of exams for secondary students to be put in Newsletter.
2. Uniform: Request from School Council for school to improve uniform, especially in secondary
3. Adjustments made to the current Assessment Policy.
4. Approval of the new Telephone /electronic device Policy.
5. Ensuring next year’s Primary have two parent teacher nights to keep in line with Secondary.
6. Discussion on the school Welfare Policy and lack of rewards for well-behaved students.
7. A letter to go home with students reports to explain our reporting system.
8. A decision was made that starting next year Sport Captains will receive badges every year with school captains.

This year we have had an increase in parents paying their school fees which is encouraging, but we have a long way to go to ensure most parents pay their fees. School fees go a long way in buying vital resources to help educate our students.

Elective fees were also discussed this year at School Council and council requested that a push be made to ensure all elective fees where possible be paid. The staff have gotten behind this and we are all paid up for electives.

I must also thank our dedicated teachers and Principal Danny Henman for the last 12 months. This year was a big year for our school with both a new principal and deputy at the helm. Your work rate as been huge, but with large numbers of kindergarten students starting next year and our Secondary numbers rising all staff are to be commended for their work. May our school continue to move forward. I look forward to the decisions that have been made this year being implemented and school image and communication with parents being improved to an even higher standard. I believe good communication in any relationship is the key to a happy environment where humans can only become better people.

I look forward to seeing you all at our meetings next year.

Narelle Hawthorn, President of School Council

Student representative’s message

Throughout 2013 the Student Representative Council was highly visible throughout the school. During the year the SRC has raised money to assist Charities that the students felt were important to them. We held a Pink Day which involved a bake Sale and a mufti day which raised $600 in total for the McGrath Foundation and The Biggest Morning Tea. We also participated in Footy Colours day, a national fundraising day to raise money for Kids living with cancer, the students dressed in their favourite football team colours and participated in a tabloid sports afternoon, as well as a BBQ lunch for all students which raised $400 dollars for the foundation.

The SRC continued with the Disco tradition from previous years, running one during Term 2 to help assist with the rebuilding and refurbishment of the Year 12 common room. The money that was raised was used to buy a fridge that will be used in the common room for many years to come.

We were given a grant for $500 by the Coolamon Shire Council, this money was greatly appreciated and allowed us to supply a free BBQ for students after the Cross Country. It also allowed us to supply prizes and run a BBQ for the School Talent show held during term one.

The SRC also reintroduced a Secondary Lunchtime Netball Competition, which the students participated in with lots of enthusiasm. We had mixed gender and year group teams, each with a teacher, about 80 students played in a team and those who
didn’t participate enjoyed having a laugh as the games were being played.

The SRC was also involved in the School community through senior students attending School Council and P&C Meetings throughout the year. We have also been involved the wider community participating in Remembrance Day, Anzac Day Marches and through the selling of Legacy badges. As well as attending Leadership conference for both the Primary and Secondary Captains to help enhance their Leadership skills and discover new ideas that can be implemented into the school.

Hannah Craig (School Captain 2013)

The schools classes are all mainstream and students with special or high needs are supplied with an Aide or Teacher’s Aide Special in the classroom. The school also has an Aboriginal Education Worker who works with Aboriginal students for various aspects of their school life and to assist where necessary.

Students come from a highly diverse range of backgrounds with many students having to travel by bus to school due to the rural location and surrounding villages.

Student information

The student body consists of students from Kindergarten to year 12. Students follow various pathways through their educational journey and Coolamon Central School caters to these journeys through a flexible structure and a highly motivated and committed staff.

Student enrolment profile

The student body has continued to grow this year and numbers within the school have significantly increased. This increase is expected to continue for some years. The primary department has remained fairly stable in numbers with the secondary department gaining increased enrolments.
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**Student attendance profile**

There have been some minor increases or decreases across the rate of attendance through the past 5 years, however, these are minor and the rate has stayed reasonably steady throughout the years. The schools rate is comparable with both the state average and the regions average. The school is hoping to improve in these areas in the...
Management of non-attendance

Non-attendance and truancy is managed through the welfare and discipline system. Students are monitored on a regular basis and note sent home weekly informing parents of absences where no explanation has been received by the school. This data is recorded and absences are reviewed by the Principal and Home School Liaison Officer. Letters are then sent to parents and guardians informing them of the level of absences of students and offers assistance to improve these issues.

Following this, the department’s officers become involved with home visits, phone calls and if required, external department services. Failure to improve attendance and non-compliance with current laws may lead to prosecution for the parents or in some cases court orders against students pertaining to attendance.

Post-school destinations

Student post-school destinations in 2013 have included University in Albury, Wagga and Canberra. Some students have gone on to further education at TAFE and in nursing while others have entered the workforce directly.

Year 12 students undertaking vocational or trade training

30% of senior students have engaged with vocational training courses within the school or through TAFE. These include training for various trades or industry training. This has included Hospitality, Construction, Industrial Technology and Primary Industries.

Workforce information

The workforce at Coolamon Central is made up of 37% males and 63% females. Males constitute 50% of the executive staff.

Workforce composition

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<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school staff has an Aboriginal composition of 7%. Half the staff travel in from surrounding towns while the other half live locally.

Teacher qualifications

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

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<td>NSW Institute of Teachers Accreditation</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.
After a visit from the auditor in early 2013, the school was made aware that funds for the year were tight. Many programs and resources had to be put on hold with the school utilizing existing resources within the school. All staff contributed to ensuring that there was no wastage and ensured that teaching and learning programs were able to move forward utilizing the resources available within the school. This has put the school in an excellent position for 2014.

A full copy of the school’s 2013 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 2013**

The school did not hold a performance in 2013, however, held a number of events throughout the year. These included “Coolamon’s got talent” which showcased many of our students and their talents from singing, dancing and compositions, to magic tricks, miming and joke telling.

The School is looking into a performance in 2014 and hopes to showcase student talents in this area.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.
**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

The school is currently getting greater percentage of results in bands 2 to 4 for reading. This is an area in which the school hopes to improve for 2014 in an effort to push results up to bands 3 to 5.

The school has achieved excellent results in this area with a majority of students achieving from bands 3 to 6 for spelling. This is due to the efforts of classroom teachers in

Grammar and Punctuation has been an area where Coolamon students have performed well with the greater percentage in bands 3 – 5.

There has been a move of student’s into the middle bands for writing. A greater percentage has achieved a band one level and this is concerning. Emphasis is to be placed on moving the students up the band levels in both reading and writing.
A greater push is required in the area of numeracy and the student’s performance in this area. Although some great results have been achieved, there are still more students that should be able to gain improvement and move into a band above. Our high performing students were higher than some of the averages.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Student achievement levels in the higher band is disappointing and a prolonged effort needs to be made to ensure that value adding is occurring from bands 4, 5 and 6 into the next band. It is notable that no students were in the band 3.

This graph demonstrates that the majority of the students are achieving at the mid-range level for spelling. Value adding has occurred in bands 5 and 6 with fewer students in the bands 3 and 4.
The students have made improvements out of the lower bands into the middle bands, likewise there are fewer students in the upper bands where they seem to have moved to the middle bands also.

Students in this group have pushed from both ends into the middle, however, there has been an increase in students in band 3.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

This graph demonstrates an excellent result in value adding with students pushing up from all areas to the next level. There are fewer students in the lower bands achieving at the mid-range and fewer students in bands 7 and 8 pushing up to band 9.
The results in spelling are not so promising. Students have moved down from the higher bands into the mid-range bands and from the mid-range to the lower bands.

There has been significant growth from bands 4 and 5 into bands 5 and 6, however, bands 7 and 9 have been merged into a band 8 performance.

This graph demonstrates an improvement of students from the lower bands into the mid-range bands. Bands 7 and 8 have held steady while students have not achieved to a band 9 level.

**NAPLAN Year 7 - Numeracy**

There have been strong gains from the lower levels into the mid-range levels. The reverse has occurred at the top end.

**NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

Students have made gains right across the board with value adding occurring in all areas.
as students push up from one band to the next.

This graph also demonstrates great results as students push from the lower levels up to the next level right across the range of results.

Although students have held reasonably steady in the lower bands, the mid-range bands have made significant improvements and moved to the higher bands.

Writing remains an area where these students need to be targeted to ensure that value adding and improvements are made. There have been gains in the upper bands.

Although there are improvements in the upper bands, there are some students who have not value added in this area. These students will be the target of specific programs to assist in improving knowledge and understanding in numeracy.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Due to the size of the year 12 cohort, no information is available in this area. This is to protect student privacy.

Significant programs and initiatives

The school has engaged with the Riverina’s How2Learn strategy within the school. This is to be embedded over the next few years into the schools priorities, plans, programs and units to ensure students are lifelong learners who are able to problem solve in a positive way to come up with solutions and answers in any situation in which they find themselves.

Aboriginal education

The school received Norta Norta funding as individual scholarships for senior students and to employ and Aboriginal Education worker in the school. This has been successful in engaging some of the Aboriginal Community with the school and assisting students in the classroom setting. This program will continue into the future.

Focus on reading has remained a focus in the primary and continues to push forward to target students reading patterns and practices.

Reading recovery is still being used to assist students to engage and improve on their skills and practices in reading.

Mathletics is used in the secondary to enhance the learning of students and improve their numeracy skills.

Study ladder is being used as a tool to assist and extend students who complete their home learning and wish to do extra learning.

Skoolbag has been implemented into the school to assist with communication and support parents and the school with distribution of information.

The school has engaged in public speaking and debating throughout the year with some great result.

There have been many sporting opportunities provided for students including, but not limited to swimming, learn to swim, athletics, cross country, rugby league, AFL, touch, netball, soccer, cricket and other teams events.

The school has been involved in the Dramatic minds programs with students getting involved in the development and implementation of strategies to assist in the understanding and knowledge of Mental illness.

SRC has been a strong focus with many students displaying leadership skills and promoting the school in a positive way.

ANZAC Day march. Students have marched as part of the local ANZAC parade with up to 80 students being involved in 2013.

Duke of Edinburgh program has been a long running and successful program within the school providing opportunities for students to test themselves and strive for their personal best in challenging situations.

School Transition programs have been run to ensure that students moving to Coolamon Central school in year 7 or Kindergarten are familiar with the surrounds and comfortable within the environment of the school.

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 “Tell them from me survey”
- Information gathered from parents and community.
• Information gathered from school reviews of which there were 2. One of these focused on the Welfare and discipline system, the other was much broader and looked at many aspects of the school, its operation and the processes used to provide for students, parents, staff and the community.

School planning 2012—2014: progress in 2013

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

Leadership and Management

Improved communication with school community, professional development of staff, use of student data for teaching and learning, promotion of the school and optimal use of technology.

2014 Targets to achieve this outcome include:

• Training and development opportunities are provided for all staff in the analysis of student data.
• Constant evaluation of the communication processes between the school and home through use of the communication committee.
• Leadership development opportunities provided for staff indicating this career path.
• Protocols for the use of technologies and the policies surrounding this are developed and updated regularly.

Strategies to achieve these targets include:

• Attendance of non-school based professional learning opportunities.
• School internal professional learning program to be developed and facilitated on a regular basis.

• Develop a clear understanding of literacy and numeracy levels and ways to develop these through use of the continuum and student data.
• Develop protocols for communicating with families.
• Develop a rigorous selection process for school captains.
• Formation of a school promotion committee.
• Investigation of viability of hardware, software and external technology used with the school and it application.

School priority 2

Outcome for 2012–2014

Student Engagement and Attainment

Affectively engage students in the teaching and learning process and ensure that all students achieve a level of success in the achievement of a RoSA.

2014 Targets to achieve this outcome include:

• Teachers are upskilled in relation to relevant technology to assist with the delivery of subjects within their curriculum area.
• K-12 students are aware of a variety of study skills to assist their organization and learning.
• All students and in particular students with leadership potential, gifted and talented student and those with special interest are encouraged to achieve.

Strategies to achieve these targets include:

• Source extra funding from any areas to assist student in all areas within the school.
• Increased use of technology within the school and encouragement of use at home.
• Development of timeline for structures to be developed prior to the introduction of course and look at viability of current courses. Orientation program to be developed for students and parents
• Development of organizational skills for students.
• Promote student leadership by encouraging the involvement in the SRC.
• Fair play to all programs targeting respect and co-operation and the continuation of the breakfast program “breaky central”.
• Explore more efficient ways to distribute the school newsletter and broaden the target audience.
• Promotion of special programs, the talents of students, gifted and talented students and those with special interests including Art and culture.
• Introduce physical exercises into the daily routine to improve responsible learning and play activities.

School priority 3

Outcome for 2012–2014
Curriculum and Assessment
Broadening the curriculum base to all students through the use of specialist staff, video conferencing, TAFE and school based apprenticeships and traineeships.
2014 Targets to achieve this outcome include:
• Increase stage 6 curriculum for preliminary and HSC students.
• Specialist teachers on subject areas for stage 6 courses.
• Stage 5 students given more opportunities and choices in curriculum structure.

Strategies to achieve these targets include:
• Use of the Riverina Highlands Learning Community and Riverina Access Program.
• Review of teaching programs and investigation into the broadening of subject availability within the school context.
• Development of a transparent assessment process for students and parents
• Focus on Technology
• Implementation of the national curriculum.

School priority 4

Outcome for 2012–2014
Literacy and Numeracy
Increase the number of strategies to engage student and to improve skills in literacy and numeracy for all students K-10.

2014 Targets to achieve this outcome include:
• Up skilling teachers in the use of SMART data analysis, and focus on reading.
• Increased student engagement and outcomes in reading and writing K - 6.
• Demonstration of growth through NAPLAN results for students in yrs 3,5, 7 and 9 in at least two literacy skill bands.
• Quality teaching embedded throughout balanced Literacy sessions.
• Teachers utilizing data to determine future teaching and learning for all students.

Strategies to achieve these targets include:
• Online tutoring for staff.
• Program modification to incorporate adjustments and accommodations to cater for student’s needs.
• Academic competitions
• Focus on reading Program.

Professional learning
The school has maintained a level of professional learning to ensure that staff are continually up-skilled and up to date with current practices, technologies and strategies. This ensures that students are receiving the best practice from staff and their learning is in line with 21st Century learning.
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 generally feel that the school has the best interest of the student in mind in making decisions and dealing with discipline and welfare issues.

Communication is of concern and the way in which this is done within the school context.

Students believe that the learning they do is significant and relevant to them.

Changes are required in the discipline system and how it works in the promotion of positive behaviours that students display and the rewards that are offered.

Excursions should not include students that have not behaved in a way that positively promotes the school throughout the year.

Program evaluations

Background

Programs within the school have evaluated as part of the process for reporting to various agencies, department sectors and as part of the school review that occurred.

Findings and conclusions

There are some areas for improvement and seven recommendations have been handed down from the review committee that relate to communication, welfare and discipline procedures, staff communication and processes within the school.

Future directions

The staff and executive will work at the implementation of the review finding across the year of 2014. These will be slowly implemented in a way that does not bring about too much change over a short period, and a way that bring positivity and ownership into the equation.

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: