2009 Annual School Report
Cootamundra Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Cootamundra Public School has continued to uphold the tradition of delivering a quality education during 2009. Ensuring that each and every student has the opportunity to learn at their own pace, pursue their area of interest and reach their full potential.

2009 continued with the innovative timetable aimed at enhancing the Literacy and Numeracy time frames, for optimal learning. This was very successful and well supported by the parent community. Classes worked in stage groups to incorporate shared learning using new Interactive Whiteboards (IWBs) and a mobile set of class laptops.

Strong values have continued to underpin all that we do, and this, along with our close relationship with the P&C and School Council, ensures that our students are well supported in their education here at Cootamundra Public School.

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.

Kerry Barker

P&C message

2009 has been an enjoyable year for the P&C.

This year we held a range of fundraising activities including an Art Show, Mothers and Fathers Day stalls, raffles, catering and the annual fete. We were pleased to be able to use the funds raised to help the school to purchase a range of equipment for the students. This included books for infants and primary reading programs, a computer trolley, a digital piano, a digital TV recording system and funds towards playground improvements.

The P&C also aims not only to help the school financially but to foster community spirit within the school, and to show that spirit to the wider community. We hope that we provide opportunities for families to mix together and to demonstrate the positive things happening at our school.

The school canteen has had a very good year under the guidance of the canteen supervisor Belinda Campbell. She has been well supported by the canteen committee and the dedicated canteen volunteers.

The P&C look forward to seeing the children benefiting from the facilities and resources we have helped to provide this year. We would like to thank all the staff and parents who have joined in our activities this year. We look forward to continuing our support for the school in 2010.

Juliet Meares P&C President

School Council message

The School Council is an active body consisting of parents, teachers and community representatives. Its aim is to encourage participation in the overall management of the school in direct consultation with the school principal.

The newly streamlined School Council Constitution continued to focus on three key areas: Property, Finance and Promotion.

This has been particularly important with the work being done through National School Pride and Building the Education Revolution funds. This work will continue into 2010.

The School Council continues to work as a supportive team alongside the Principal and her dedicated staff.

Brian Grewal School Council President

Student representative's message

The Student Executive has the important role of speaking on behalf of each other and the school. We must also be good role models to younger students. Each semester every class elects a student councillor to give up their lunch time to attend SRC meetings and to speak on behalf of their class. The student council holds fundraising activities throughout the school year. In 2009 the school led a coin line to assist the Victorian Bushfire appeal.

The school executive represented our school at the town ANZAC and Remembrance Day ceremonies by laying wreaths and making speeches.

Erin Holder 2009 School Captain and Mikayla Large 2009 Student Executive
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

Student enrolments have gradually decreased due to the pressures of ongoing drought and families sourcing employment in bigger centres.

Student attendance profile

Student attendance is strongly encouraged and rewarded at our school. This has sustained our consistently high attendance record.

Non-attendance is dealt with in an expeditious and methodical manner. Parent meetings are held and a close liaison is maintained with the Home School Liaison Officer (HSLO).

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K/1OB</td>
<td>K</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K/1OB</td>
<td>1</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4T</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3/4L</td>
<td>4</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3/4LJ</td>
<td>4</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>5B</td>
<td>4</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6R</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

Our classes are within the recommended numbers determined by the Department.

Staff information

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

In 2009, a new School Administrative Manager was appointed. All other staffing has remained stable with all teachers maintaining their positions. There are no Indigenous members of staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Part Time/RFF</td>
<td>0.946</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Language Disorders</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Behaviour Disorders Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary AP Learning Difficulties</td>
<td>1.0</td>
</tr>
<tr>
<td>Secondary District Guidance Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>17.261</td>
</tr>
</tbody>
</table>
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

Cootamundra Public School is staffed by a very experienced and stable group of professionals who are always staying abreast of current trends through continuous professional development.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary:</td>
<td>30/11/2009</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>102 870.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>154 678.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>223 821.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>73 442.30</td>
</tr>
<tr>
<td>Interest</td>
<td>7 000.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13 915.29</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>575 728.68</td>
</tr>
</tbody>
</table>

| **Expenditure**       |     |
| Teaching & learning   |     |
| Key learning areas    | 11 362.39 |
| Excursions            | 25 438.22 |
| Extracurricular dissections | 59 173.92 |
| Library               | 3 686.82  |
| Training & development| 1 554.44  |
| Tied funds            | 139 991.97 |
| Casual relief teachers | 20 886.56 |
| Administration & office| 44 251.00 |
| School-operated canteen| 0.00    |
| Utilities             | 37 571.72  |
| Maintenance           | 16 638.04  |
| Trust accounts        | 10 824.90  |
| Capital programs      | 0.00   |
| **Total expenditure** | 371 379.98 |
| **Balance carried forward** | 204 348.70 |

A full copy of the school's 2009 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 2009
Achievements
Cootamundra Public School students have had many opportunities to showcase their talents in the Arts. The Senior School Choir successfully auditioned for the Schools Spectacular which was held at the Sydney Entertainment Centre in November. This was the second time for our school. This time our students were joined by regional singers from other primary and high schools.

Schools Spectacular Group
Both choirs competed successfully at the Wagga Eisteddfod with the Senior Choir winning their section. A first for Cootamundra Public School. They also performed at many venues during the year including the Regional Education Week Launch in Wagga.

The School Dance Group successfully auditioned again for the Riverina Dance Festival, held in Albury. They also performed at various local venues.

School Dance Group
This year saw the school continuing in Debating and Public Speaking. Classes from Year 2 to Year 6 undertook a regular program of public speaking activities throughout the year. The culmination of this was our school's Annual Public Speaking Competition held in fourth term. Three students
were selected as place getters for each stage. Trophies and medallions were presented to them.

The school has continued its extensive music program. Students have the opportunity to learn a musical instrument with music tuition being offered at school on Wednesdays and Thursdays.

The Stage 1 Frolic provides our younger students with exposure to dance routines and performance. This year we held our second whole school concert, “A Wrinkle in Time”. The local community were very impressed with our students, with the night performance being sold out.

Artistic talents are highlighted through the recognition of students as Artist of the Month. Work of these students is displayed in the school foyer for public viewing.

Sport

Once again, Cootamundra Public School has had a successful year on the sporting field with many of our teams and students making it to Riverina and state competitions.

Students represented the Riverina region at state competition in Swimming, Rugby League, Touch Football and Soccer.

In Cross Country, our school again did very well. Many of our students represented at regional level and then went on to represent Riverina, at state level.

The district athletics carnival, which was held in term three, again saw Cootamundra Public School students excelling with our school third in the district. Several students competed at state level athletics.

Once again, the school entered in the traditional knockout competitions, with all teams performing to their best ability and representing our school as great sporting ambassadors. Special mention must go to the Girls’ Soccer team who, under the guidance of Mr Johnson, became Eastern Riverina Champions and Runners Up Riverina Champions in the NSW PSSA Girls Soccer Knockout.

Other

Commemorating ANZAC

Students from Cootamundra Public School participated in the town’s ANZAC service and march. The school held an ANZAC service in Albert Park, led by the school captains. Our school captains and executive also attended the Remembrance Service at Albert Park on 11th November, with students from our school holding their own service at our newly renovated memorial area, at the front of our school.

Academic Competitions

Each year students at Cootamundra Public School choose to enter competitions from outside the school curriculum. These competitions are quite challenging and indicate children at our school, perform well, academically. In 2009, a smaller number of students than previous years, chose to participate in the ‘International Competitions and Assessments for Schools’, these tests included Computer Skills, Writing, Science, Spelling, English, Mathematics and Research.

Premier’s Reading Challenge

Our students continued to be heavily involved in the 2009 Premier’s Reading Challenge. This Challenge encourages students to read for pleasure. This year a significant number of students received Gold Certificates for their continued involvement in the Premier’s Reading Challenge since its inception.

Excursions

The students attended a number of worthwhile excursions, enhancing educational units being taught in class. Year 6 had two day visits to Canberra to enhance their work on Democracy and the role of Government in Australia. Year 5 spent a week away at Broken Bay Sport and Recreation Centre. Here they underwent important social skilling, resilience training and physical exertion activities.

Kindergarten to Year 4 all attended excursions which related to the units of work studied in H.S.I.E. throughout the year.

Stage 1 excursion

PSSA Soccer Team
**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 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)

**Literacy – NAPLAN Year 3**

In Year 3 our students were above the state and region in all aspects of Literacy except writing. Areas to improve are spelling and writing.
In Year 3 our students were marginally below the state, but above the region in all aspects of Numeracy. Areas to improve are measurement, space and geometry.
In Year 5 our students were below the state and region in all aspects of Numeracy. There needs to be a continued focus on all areas of Numeracy with particular emphasis on students in the middle and higher bands.

Progress in literacy

Growth rates for Literacy from Yr 3 to Yr 5 were above State and region in all aspects.

Progress in numeracy

Growth rates for Numeracy from Yr 3 to Yr 5 were below State and region.
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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009.

<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>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The percentage of students achieving national benchmarks has increased dramatically with 100% in both Reading and Spelling.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.

<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>

The percentage of students achieving national benchmarks has improved to well over 90% this year.

Significant programs and initiatives

Aboriginal education
In conjunction with the Riverina Aboriginal Consultant, we have continued to collaborate with the local Aboriginal Community in developing a sustainable Aboriginal Education Program that reflects both the requirements of the local Aboriginal Community and the DET guidelines. This program has been aimed at connecting education and local Aboriginal culture.

Our school hosted the Riverina AECG & Riverina DET Schools 2009 Indigenous Student Awards. Several of our Indigenous students were awarded for sport, creative and performing arts, cultural studies and citizenship.

We have also worked closely with the members of the AECG to prepare the situational analysis which forms the framework for the school as a National Partnership Low SES School in 2010.

Book Week
The activities held during Book Week at Cootamundra Public School, have become a popular tradition enjoyed by students, staff parents and community. This year, the week began with a “read in day”. The students rotated around classes, listening to a variety of stories with various related activities. The highlight of our Book Week celebrations was our grand parade of students, dressed as book characters, walking down the main street of Cootamundra. Our students were joined by the other public schools in Cootamundra, making it a shared presentation for public education in Cootamundra. At the end of the street parade, parents and children shared lunch.

Science Day
This new initiative was designed to develop greater interest and knowledge in science. Our theme was the power and energy in water. Students were placed into groups, completing 6 different science experiments throughout the day. Teachers assisted each student to hypothesize, complete observations and discuss outcomes with students, recording how and why things happen the way they do. The students were highly engaged and many went home and demonstrated the experiments for their families.

Multicultural education
2009 saw some new initiatives in our Multicultural education programs. These are integrated into our COGs, Library and Technology programs.
Respect and responsibility

Our whole school ethos allows for our students to be supported and nurtured both in the classroom and in the playground. In the school playground, our school chaplain and peer support leaders supervise the running of Playground Pals. We also have our teacher’s aids in the playground, helping children to play responsibly. Our students feel respected and valued.

Values underpin all that we say and do. Our children learn to be assertive, determined and confident through our successful public speaking competitions and debating programs. They learn to be proud of themselves and their school, by having the opportunity to represent their school at district, regional and state levels. We’ve had sporting teams, choirs and dance groups, with teachers meticulously preparing so that our students can excel. We celebrate successes.

Progress on 2009 targets

Target 1
25% of Yr 3 students will gain results in Bands 5&6 with 95% at or above Band 2 Literacy, in NAPLAN.

15% of Yr 5 students will gain results in Bands 7&8 with 90% at or above Band 4 Literacy, in NAPLAN.

Our achievements include:
- 54% of Yr 3 students gaining Bands 5&6 in the NAPLAN Literacy tests.
- 23% of Yr 5 students gaining Bands 7&8 in the NAPLAN Literacy tests.
- Accelerated Literacy incorporated in all primary classrooms.

Target 2
30% of Yr 3 students will gain results in Bands 5&6 with 100% at or above Band 2 Numeracy, in NAPLAN.

20% of Yr 5 students will gain results in Bands 7&8 with 95% at or above Band 4 Numeracy, in NAPLAN.

Our achievements include:
- 47% of Yr 3 students gaining Bands 5&6 in the NAPLAN Numeracy tests.
- 18% of Yr 5 students gaining Bands 7&8 in the NAPLAN Numeracy tests.

- Careful NAPLAN analysis to identify areas for improvement
- All Aboriginal students achieve at or above the national standard.

Target 3

90% of students meeting appropriate stage outcomes.

Our achievements include:
- A trend towards integrated use of IWBs underpinned by quality teaching in all KLAs as evidenced in teaching and learning programs
- Some evidence of intellectual quality embedded in teaching and learning programs
- Further development of the school technology plan will take place during the 2010 internship, in Term 3.

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 2009 our school carried out evaluations of Community Involvement and Numeracy.

Educational and management practice

Community Involvement

Background

Students, parents and staff were surveyed using School Map School Planning surveys. The survey was designed to assess the effectiveness of current school practices in working collaboratively with the community to improve student learning outcomes.

Findings and conclusions

- Positive relationships exist between the school and its community and information about student achievement is clearly communicated to parents and carers.
- School and community particularly value activities such as the school concert, homework, public speaking and community events.
- School and community would like to see IWBs in each class, more parent involvement and more use of the school website.
Future directions*

The school has designated funds for IWBs to be purchased for the remaining 4 classrooms in 2010, so that all classes have these. A parent is now employed to update the school website and this will be further extended with more detailed information.

Curriculum

Numeracy

Background

2009 saw a dramatic improvement in NAPLAN results in both Literacy and Numeracy, however Numeracy continues to be an area for improvement across the school.

Findings and conclusions

- Improvement in 2009 NAPLAN Numeracy results were attributed to a focus on the new K-6 Numeracy skills scope and sequence, emphasis on Quality Teaching and teacher planning time.
- Parents enjoyed participating in Maths Days and indicated that they would like more opportunity to have parent servicing so that they can help both in the classroom and at home.
- Staff indicated a need for more resources and training in using the IWBs for Maths lessons.

Future directions

Training and development in the use of IWBs will be undertaken in 2010 for both staff and parents. Explicit assessments will be devised by the Numeracy committee in consultation with the Maths consultant. Resources will be overhauled to ensure the appropriate materials are available.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

From the survey responses parents are satisfied with the running of the school. They enjoy the close relationship between the school and the P&C allowing for open discussion and shared vision. They are particularly pleased to see the introduction of Interactive Whiteboards in every classroom.

The majority of students said that they liked the school, indicating that they had lots of friends and that there were lots of opportunities to participate in sporting, cultural and academic activities. They particularly enjoyed the school concert, along with their parents.

Teachers were positive about the school believing that there was a high level of professionalism and support, with structures that allowed them to provide a quality education. Teachers believe that the allocation of time for planning is important.

Professional learning

Cootamundra Public School is committed to the ongoing professional development of its staff including office staff and support personnel.

In 2009 staff attended courses in; Literacy, Numeracy, Quality Teaching, Welfare, Leadership, NAPLAN Data Analysis and IWBs. These courses were used as a means of supporting the priority areas within the School Plan 2009 – 2011.

The average expenditure per teacher on professional learning at the school level was $1315.00.

School development 2009 – 2011

An updated school plan has been developed in consultation with the staff, students and parents. It also involved the situational analysis prepared as part of the National Partnerships Low SES Schools.

Targets for 2010

Target 1

60% of Yr 3 students will gain results in Bands 5&6 Literacy, in NAPLAN.

25% of Yr 5 students will gain results in Bands 7&8 Literacy, in NAPLAN.

Strategies to achieve this target include:

- Analysis of NAPLAN writing results and students’ work against syllabus outcomes
- Use of Best Start analysis to inform individual student learning needs in Kindergarten
- Training of staff in the marking criteria for NAPLAN writing
- Continued staff development in Accelerated Literacy and Quality Teaching through the National Partnerships program.
- PLPs set and implemented and cultural significance incorporated.
Our success will be measured by:
- NAPLAN and school based student outcome analysis identifying areas for improvement
- Consistent and developmental feedback to students including self assessment of work samples against rubrics
- National Assessment data and student work samples demonstrating that syllabus outcomes are met.

**Target 2**
50% of Yr 3 students will gain results in Bands 5&6 Numeracy, in NAPLAN.
20% of Yr 5 students will gain results in Bands 7&8 Numeracy, in NAPLAN.

Strategies to achieve this target include:
- Professional Learning for all staff in Numeracy, through the National Partnerships program, to ensure the quality of implementation and assessment, including CMIT
- Use of Best Start analysis and SMART data to inform individual student learning needs
- Numeracy committee to examine lesson format, resources and correctly aligned assessments
- PLPs set and implemented.

Our success will be measured by:
- NAPLAN and school based student outcome analysis identifying areas for improvement
- Best Start and SMART data analysis evident in numeracy programs
- Evidence of intellectual quality embedded in teaching and learning programs
- Judgement of student achievement is consistent across the school
- All Aboriginal students achieve at or above the national standard.

**Target 3**
92% of students meeting appropriate stage outcomes

Strategies to achieve this target include:
- Installation of IWBS in remaining classes and purchase of class lap tops
- Staff training and development of Quality Teaching in the use of IWBS, through the National Partnerships program
- Internship to further implement training and development and update technology scope and sequence
- Staff Professional learning in QT dimension – Intellectual quality and Quality Learning

Our success will be measured by:
- Integrated use of IWBS underpinned by quality teaching in all KLAs as evidenced in teaching and learning programs
- Evidence of intellectual quality embedded in teaching and learning programs
- Feedback from staff, parents and students indicating the value of the completed technology plan in developing student outcomes.

**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.

Kerry Barker  Principal
Kerry Byrne  Assistant Principal
Colin Trickett  Assistant Principal
Juliet Meares  P&C President

**School contact information**
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Email: Cootamundr-p.school@det.nsw.edu.au
School Code: 1636

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: