2010 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 2010. 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.
As a National Partnership Low Socio Economic School, we have been able to consolidate the innovative programs already happening particularly in Literacy, Numeracy and Technology with Interactive Whiteboards (IWBs) in every classroom, mobile sets of class laptops and consistent professional development.
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
During 2010 we held a range of events and fundraising activities. As a result we were able to allocate over $27,000 to the school to purchase resources such as books, personal whiteboards, document readers for the Interactive Whiteboards, Interactive Multimedia Reading resources, a video camera and microphone for podcasting, and the ceiling-mounted projector and motorised screen for the hall. We have allocated funding for future canteen renovations, and artificial turf to replace areas of concrete in the playground. The canteen has had another successful year under the direction of Belinda Campbell, our canteen supervisor, supported by a very hard-working canteen committee. The P & C believes that the relationship between a school and its parent community is of prime importance, and we aim to foster this relationship. Since child development takes place within both home and school environments, it is essential that a close relationship exists between home and school.
Rebecca Bragg P & C President

School Council message
The School Council is an active body within the school that is made up of parents, teachers and community representatives. The aim of the School Council is to encourage participation in the overall management of the school through direct consultation with the Principal. In 2010 much of the focus was on the building works being carried out at the school under the BER scheme. The School Council also plays an active role in promoting the school as a community school. This year the school held a special community assembly to mark 135 years of education at Cootamundra Public School. The School Council is pleased to work alongside and support the Principal and staff.
Juliet Meares School Council President

2010 Student Executive

Student representative's message
The School Executive for 2010 has been pleased to represent the school this year at different events such as ANZAC and Remembrance Days. Early in the year we attended a leadership day in Canberra which taught us how to be good leaders. After the conference we came up with an idea to clean up the rubbish in our school. We called it “Clean Up Cootamundra Public School” or CUCPS. Some of the things we did were introduce recycling bins, started making compost out of our fruit scraps and made an organic garden bed. We also ran the SRC activities with the help of the class councillors and the teachers. We wish the Executive for 2011 good luck.
Max Meares & Jasmine Hill School Captains
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 remained steady due to an influx of Kindergarten students.

Student attendance profile

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

Management of non-attendance

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>5/6 H</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6 H</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6 BJ</td>
<td>5</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5/6 BJ</td>
<td>6</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>5/6 R</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6 R</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>3/4 G</td>
<td>3</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>3/4 G</td>
<td>4</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>3/4 M</td>
<td>3</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>3/4 M</td>
<td>4</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>K L</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>K/1 TO</td>
<td>K</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>K/1 TO</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2SM</td>
<td>2</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Our classes are within the recommended numbers determined by the Department. Due to increased enrolments, the two 3/4 classes were split into three classes, in April.

Staff information

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

In 2010, one Assistant Principal retired and one gained promotion to Principal of another school. There are no Indigenous members of staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>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 has an experienced staff, who stay abreast of current trends through continuous professional development and actively support New Scheme Teachers.

<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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>204 348.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>161 676.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>460 480.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81 126.03</td>
</tr>
<tr>
<td>Interest</td>
<td>15 535.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>97 358.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 020 525.98</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>18 501.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>29 835.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23 424.10</td>
</tr>
<tr>
<td>Library</td>
<td>3 032.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 625.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>342 751.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45 870.08</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>46 101.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48 961.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11 818.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>13 709.03</td>
</tr>
<tr>
<td>Capital programs</td>
<td>22 904.60</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>609 536.89</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>410 989.09</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

Cootamundra Public School students have had many opportunities to showcase their talents in the Arts. The School Dance Group successfully auditioned for the Schools Spectacular, which was held at the Sydney Entertainment Centre in November. This was the first time for our dancers. We also had three students join the Yr 5-12 regional choir to perform in the Central Choir for Schools Spectacular. Both choirs competed successfully at the Wagga Eisteddfod gaining a Second Place and two Highly Commended. They, along with the School Dance Group, also performed at various local venues during the year.

Schools Spectacular 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 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. 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. The Stage 1 Frolic provides our younger students with exposure to dance routines and performance. The theme for 2010 was Australiana.

**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, Athletics, Cross Country, Rugby Union, Rugby League and Soccer.

Our Swimming highlight was Mikayla Johnston making the NSW State swimming team in the 50m Breast, Free, 4x50m Medley and the free style relay.

Our Soccer highlight was Kirrilee Cameron’s selection as a member of the NSW state team, which won the national titles. She also gained Riverina representation in Athletics and Cross-Country. Both Mikayla and Kirrilee were awarded Riverina Sporting Blues.

Eleven students in all, made it to Riverina representation level and a further twenty students represented the Cootamundra District in a variety of sports in 2010. The district athletics carnival, which was held in term three, again saw Cootamundra Public School students excelling with our school third in the district.

**Commemorating ANZAC**

Students from Cootamundra Public School participated in the local ANZAC service and march. The school held an ANZAC service in Albert Park, led by the school captains. Our student executive attended the Remembrance Service at Albert Park on 11th November, with students from our school holding their own service in our school hall, using the new projector and screen facilities.

**Academic Competitions**

Each year our students choose to enter competitions from outside the school curriculum. In 2010, they chose to participate in the International Competitions and Assessments for Schools including Computer Skills, Writing, Science, Spelling, English, Mathematics and Research. These competitions are quite challenging and indicate children at our school perform well academically, gaining 1 High Distinction, 7 Distinctions and 15 Credits.

**Premier’s Reading Challenge**

Our students continued to be involved in the 2010 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.

Students visit Riverina Environmental Education Centre.
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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

Year 3 students were significantly above state and region in all aspects of Literacy.

Reading is encouraged throughout the school and is showcased during Book Week as students and staff dress up as book characters.
Numeracy – NAPLAN Year 3

In Year 3 our students were above both state and region in all areas.

Literacy – NAPLAN Year 5

Percentage of students in bands: Year 3 grammar and punctuation

Percentage of students in bands: Year 3 numeracy

Percentage of students in bands: Year 5 reading

Percentage of students in bands: Year 5 writing
In Year 5 our students were comparable with the region and below state in writing and spelling.

**Numeracy – NAPLAN Year 5**

In Year 5 our students were below state and region in all aspects of Numeracy. There will be a continued focus on all areas of Numeracy in 2011, 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 on a par with state in writing and reading and well above in spelling.
Progress in numeracy

Growth rates for Numeracy Yr 3 to Yr 5 were below both 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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

The percentage of students achieving national benchmarks has increased with nearly 100% in all areas.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

The average percentage of students achieving national benchmarks is 88.2%.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79</td>
</tr>
</tbody>
</table>

**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.

A number of initiatives were held throughout 2010, linking with local elders including art, dance, storytelling and visiting the Living Memories Photograph Exhibition.
Several of our Indigenous students were recognised for sport, creative and performing arts, cultural studies and citizenship at the Riverina AECG & Riverina DET Schools 2010 Indigenous Student Awards.

**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 and staff, 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 initiative was designed to develop greater interest and knowledge in science. Our theme was “Energy and Electricity”. 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**

2010 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 Staff Learning Support Officers 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.

**National partnership programs**

The National Partnership Program included initiatives for extensive professional learning. This involved the employment of two Quality Teaching Leaders who worked extensively with staff on Quality Teaching elements. This included buddy teaching, demonstration teaching and follow up discussion and assessments. It will continue in 2011 with further development of assessment procedures and corporate programming.
Progress on 2010 targets

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.

Our achievements include:
- The Literacy target for Yr 3 was met however the Yr 5 target was not met.
- NAPLAN and school based student outcome analysis has identified areas for improvement in 2011.
- Professional development continued in Accelerated Literacy and Quality Teaching. This will continue in 2011 with emphasis on spelling, grammar and punctuation.

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.

Our achievements include:
- The Numeracy target for Yr 3 was met however the Yr 5 target was not met.
- NAPLAN and school based student outcome analysis has identified areas for improvement in 2011.
- Best Start data analysis is evident in Numeracy programs.

Target 3
92% of students meeting appropriate stage outcomes

Our achievements include:
- 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
- Feedback from staff, parents and students indicates the value of the completed technology plan in developing student outcomes.

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 2010 our school carried out evaluations of Learning and English.

Educational and management practice

Learning

Background
Developing Quality Learning Environments was a key focus K-6 in 2010. It involved extensive professional learning and collaboration between staff, consultants and Quality Teaching Leaders.

Findings and conclusions
- The professional learning model was a successful initiative with all staff actively involved and parents supporting this initiative.
- Quality teaching (QT) was underpinned by technology with teaching resources more accessible.
- Staff have become more aware of cultural aspects in their classroom programs and practices, through the input of local elders and AECG representatives.

Future directions
- Maintain and extend QT program targeting teaching practice and assessment procedures, using the curriculum links in the SMART website.

Curriculum

Literacy

Background
Accelerated Literacy training has been undertaken by a great majority of the staff over the last three years and technology has been incorporated extensively with the use of IWBs in every classroom and class sets of laptops.

Findings and conclusions
- Intensive SMART data analysis drove Stage programming.
• Continued AL training is essential with follow on consolidation in consistent assessment strategies.

• Year 5 boys showing considerably more growth from Year 3 than girls, perhaps related to the use of technology in classrooms.

**Future directions**

Particular emphasis needed to engage Stage 2/3 students leading into Middle Schooling. Strategies need to include using specific assessments, gender groups and technology resources. “My Time” sessions to be incorporated in 2011, which ensure regular “one on one” time for teachers with students.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

From the survey responses parents value and enjoy the close relationship between the school and the P&C, allowing for open discussion and shared vision. They are particularly pleased to see technology used extensively throughout the school. The students indicated that they were happy at school and that there were lots of opportunities to participate in sporting, cultural and academic activities. They were keen to upgrade the school for recycling in the CUCPS program. Teachers were positive about the school and valued the professional learning structures and support. Teachers believe that the allocation of time for planning is important.

**Professional learning**

Cootamundra Public School has continued extensive professional development for its staff including office staff and support personnel. In 2010 staff attended courses in: Literacy, Numeracy, Quality Teaching, Welfare, Leadership, NAPLAN Data Analysis and IWBs as well as in-school professional development with two Quality Teaching leaders. This training was 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 $4000.00.

**Staff and students join together for discos run by School Council members. This theme was “I can’t believe you wore that to our disco!”**

**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 updated as part of the National Partnerships Low SES Schools program.

**Targets for 2011**

**Target 1**

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

Yr 5 students meet regional growth levels from Yr 3 to Yr 5 in Literacy.

Strategies to achieve this target include:

**Parent helpers are always happily involved in the school activities.**
• Maintain and extend the QT program targeting practice and assessment procedures.
• Use Best Start and NAPLAN data to target areas for improvement.
• Incorporate “My Time” teacher/student time enabling regular assessment feedback to students.

Our success will be measured by:

• Evidence of quality teaching embedded in teaching and learning programs.
• Consistent judgement of student achievement across the school.
• Programming in spelling, grammar and punctuation aligns with Accelerated Literacy.

**Target 2**
55% of Yr 3 students will gain results in Bands 5&6 Numeracy, in NAPLAN.
Yr 5 students meet regional growth levels from Yr 3 to Yr 5 in Numeracy.

Strategies to achieve this target include:

• Maintain and extend the QT program targeting practice and assessment procedures.
• Use Best Start and NAPLAN data to target areas for improvement.
• Professional learning through Numeracy and QT Consultant and leaders including Taking off with Numeracy (TOWN) and SMART generated material.

Our success will be measured by:

• Evidence of quality teaching embedded in teaching and learning programs
• Judgement of student achievement is consistent across the school.
• Consistency in student achievement in Numeracy K-6.

**Target 3**
93% of students meeting appropriate stage outcomes

Strategies to achieve this target include:

• Establish and commence implementation cycle of the School Technology Plan including class wikis and E Blogs.
• Continued us of professional learning for IWB and related technology and use of the Connected Classroom.
• Executive to implement Team Leadership strategy.

Our success will be measured by:

• Implementation of all Quality Teaching elements resulting in increased student engagement as evidenced in NAPLAN results.
• Integrated use of IWB, Connected Classroom and associated materials to enhance all KLAs.
• School executive demonstrate strong leadership and the capacity to drive Quality Teaching.

**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
Sharron Large    Rel. Assistant Principal
Judith Hall     Quality Teaching Leader
Lorraine Saad    Quality Teaching Leader
Juliet Meares     School Council President

**School contact information**
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Fax: 02 6942 4187
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: