Our school at a glance

Caring, polite and safe values igniting growth and strength.

Students

In December 2011 a total of 33 students were enrolled. The students were divided into two classes 18 students in K-2 and 15 in 3-6. Numbers remained stable throughout the year.

Staff

In 2011 the school was led by one teaching Principal, a permanent part-time teacher, two temporary teachers and a full-time SLSO. This staffing arrangement enhances learning opportunities for students.

Significant programs and initiatives

Throughout 2011 a wide range of programs were implemented, both new and ongoing, supporting the learning and social needs of the students.

These were:

- Literacy and numeracy initiatives
- Focused School Support – Literacy
- Accelerated Literacy
- Individual education plans (IEP’s) for all students
- Learning assistance programs
- Music programs
- Values Programs

Student achievement in 2011

NAPLAN results again reflected the success of rigorous numeracy and literacy programs, reinforced by a homework program that firmly correlates with the learning programs taking place in the classroom. We remain equal to and above the state and national averages in all areas with the exception of writing. Writing has been a major focus for support and staff professional development.

Messages

Principal’s message

Our school community continues to build upon the foundations of the past and reach forward with optimism to the future.

School improvements have been a priority. An Interactive Whiteboard and Connected Classroom facility added to an existing IWB in the 3-6 classroom. Our BDR opening was held in 26th October. The base of our classroom building is now ball secure, we now have a very attractive feature wall shielding the amenities block, an outside shaded chalkboard and improvements to our road access. These improvements were possible using school funding, and assistance from staff, parents and community members.

Regular contributions to Across the Fence and Wootton News (local Newsletter publications) plus our comprehensive weekly newsletter and occasional newspaper reports, keep community members well informed.

Successful school involvement in the Bulahdelah Show, Stockland Star Competition, and local community projects such as planting and watering trees with the Coolongolook Wootton Action Group at Coolongolook Park ensure an ongoing engagement of students in wider community activities.

Individual Education Plans are in place for each student, with a high level of parent awareness and student involvement around these. Year 3-6 students present work to parents, and all students discuss their learning goals with teachers, parents and caregivers in formal Interviews.

Staff professional development has been maintained in line with professional standards. Writing has been a major focus for support.

As a school community we face new and challenging times. Future issues centre around receiving the funding our students deserve, playing a greater role in our local community and continued collaboration on our exciting 2012-14 School Plan. We look forward to exploring science, environmental and creative arts programs which strongly integrate literacy and numeracy.
Our values program continues to be firmly etched in our daily routines.

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.

Mrs. Pamela Everingham, Principal

P & C and/or School Council message
We held our Annual General Meeting in February. Positions of Secretary (Annalisa Buchannan), Treasurer (Alethea Bayer), 2 Vice Presidents (Alison Curnow and Jeni Locke) and President (Celeste Cooke) were filled.

The uniform shop has continued to run very smoothly in 2011, after being substantially reorganised and revamped in 2011.

The canteen continues to be successful every Monday especially with a roster now in place, thank you to Annalisa Buchannan, Alethea Bayer, Karen Roberts, Colleen Tomlins and Karen Wamsley.

There have been a number of fundraising programs with the huge success of the Spring Fair, Fun Run and raffles.

Mother’s Day and Father’s Day stalls were held again this year allowing the student’s to purchase gifts for their parents and carers.

2011 has seen a more productive and coordinated organisation with well attended meetings by parents, carers and community members.

Celeste Cooke, President, P&C

Student representative’s message
It has been an honour to lead our SRC in 2011.

SRC has organized various fundraisers and student activity days including Maroon Day (monies to flood victims in Queensland), Harmony Day, Daffodil Day and days to support various charities such as World Vision.

Year 6 leaders attended the Impact leadership Conference.

We have been actively involved in the schools environmental, recycling, art and craft, library, computer technology, sport and reward day organization.

Our presentation to the school this year is a megaphone. This will be a very useful tool at sporting carnivals and school activities such as P&C fun Run! It has been a rewarding and productive year.

Arron Wamsley, SRC Secretary.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>19</td>
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<tr>
<td>Female</td>
<td>17</td>
<td>17</td>
<td>10</td>
<td>11</td>
<td>12</td>
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</table>
Student attendance profile

<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>K/1/2</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Coolongolook Public School

Class Sizes

<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>K/1/2</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
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<td>7</td>
<td>18</td>
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<td>3/4/5/6</td>
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<td>15</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular attendance at school is essential to assist students to maximize their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. We do this by providing information in weekly newsletters and information booklets about attendance. School attendance has improved significantly in the past three years.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes

As Coolongolook is a small school students are placed in two multi-grade classes. Extra support has been given to both of these classes.

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</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.1</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.432</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

Staffing remained unchanged from previous years, with the exception of the employment of a SLSO on a five day basis to work with class K-2.
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>
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</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>47332.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>49411.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>56523.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5022.54</td>
</tr>
<tr>
<td>Interest</td>
<td>2617.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1639.16</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>162546.48</td>
</tr>
</tbody>
</table>

| **Expenditure**             | $          |
| Teaching & learning        |            |
| Key learning areas         | 18260.86   |
| Excursions                 | 1950.00    |
| Extracurricular dissections| 2904.63    |
| Library                    | 2322.24    |
| Training & development     | 180.00     |
| Tied funds                 | 56354.99   |
| Casual relief teachers     | 4201.41    |
| Administration & office    | 23952.78   |
| School-operated canteen    | 0.00       |
| Utilities                  | 7233.44    |
| Maintenance                | 6863.94    |
| Trust accounts             | 1644.51    |
| Capital programs           | 201.86     |
| **Total expenditure**      | 126070.66  |
| **Balance carried forward**| 36475.82   |

A full copy of the school’s 2011 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 2011

Achievements

Arts

Staff expertise enables provision of a varied music program including choir and Keyboard program for all students from Year 2 up. Students also enjoy excellent Visual and Dramatic Arts opportunities in and out of school. Successful involvement in the Bulahdelah Show Writing and Art Competitions, Taree Eistedfodd, Education Week Performance and Stockland Star at Stockland Mall plus Shire Council ecalendar contributions are just some of the activities students have achieved success in.

Shire Council ecalendar

Sport

We competed in the small Schools Swimming and Athletics Carnivals, and participated in Sport days involving hockey, rugby, soccer and basketball. All students take part in the Premiers Sporting Challenge. One of our students received a diamond award for his participation in this this year. All others received gold and silver awards.
Other

The school is actively involved with a community tree-planting project at our local park.

We combined with another small school – Krambach – and attended a 3 day camp at Aussie Bush Camp, for years 3 to 6.

Academic

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

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

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

Literacy – NAPLAN Year 3

Year 3 Reading candidates performed well above statistically similar groups (SSG) almost matching the State DEC average.

Year 3 Writing results were above statistically similar groups, but below State writing average. The trend however, upward from previous years demonstrated improvement overall.

Year 3 Spelling were well above statistically similar groups and state DEC averages. These results reflect upon the excellent writing program we have in place.

Year 3 Grammar and Punctuation results here correlate with spelling.

Numeracy – NAPLAN Year 3

Numeracy – Average scores were again well above statistically similar groups and also State DEC averages.

Literacy – NAPLAN Year 5

Year 5 Reading results were very commendable. All students scored Band 6 and above. The school average was well above statistically similar groups and the State DEC.

Year 5 Writing Encouraging here also was writing as we fell just below our statistically similar group and the State DEC average. Students however, have improved results from those of the 2010 cohort, our trend data steadily moves upward.

Year 5 Spelling was again well above the average for statistically similar groups and the State DEC.

Year 5 Grammar and Punctuation again similar to Spelling as was reflected in the year 3 results. As one of our main professional learning Focus points was Sentence Writing clearly this reflects that in both Year 3 and Year 5 significant improvements were made.

Numeracy – NAPLAN Year 5

Numeracy – Average scores here were well above statistically similar groups and the State DEC level. Student results occurred in Band 6 to Band 8 inclusive.
Progress in literacy and numeracy

Progress in both literacy and numeracy is demonstrated by continuing and maintaining the improved results attained in the last 2 year period.

Minimum standards

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

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

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Teaching Units are closely linked to and inclusive of, where relevant, our proud aboriginal heritage.

Staff attended a Cultural Awareness Professional Development Day at Term 2’s beginning, students have been involved in ongoing visual art, cultural, musical and dramatic activities. Special celebrations, such as NAIDOC Week are embedded into this very important part of Coolongolook’s Curriculum.

Multicultural education

All Classroom teachers ensured that multiculturalism was a fundamental value taught using culturally inclusive strategies.

Teaching and learning programs were undertaken promoting the understanding and appreciation that Australia has been multicultural in nature throughout its history. The Connected outcomes Units provide excellent references and teaching materials to reinforce this.

Values Program

In term one a weekly Values program is undertaken by all students. This is based on the V-Kids program for 3/4/5/6 and the Franklin Book Series for K/1/2.

Our caring, polite and safe mantra is constantly repeated throughout. All students are then reminded of the Value for the Week throughout the year.

Student responsibility has been extended with greater SRC responsibilities, and a
settled classroom and playground environment can be attributed to the values, anti-bullying and positive behavior for Learning (PBL) Program.

Progress on 2011 targets

Target 1
That teaching strategies focusing on the NAPLAN Writing category descriptors including sentence structure and punctuation improve such that students are working at grade level, K-6

Our achievements include:

- Improvement by all students in sentence writing, using strategies such as sentence of the week, criterion based marking specific to sentence structure and related Accelerated Literacy Strategies.
- All students improved in use of Punctuation in independent writing as teachers adopted strategies enabled by Regional expertise – we were recipients of Funding School Support in this domain.
- NAPLAN results in Grammar and Punctuation, Spelling and Writing itself noticeably improved.

Target 2
Areas of Place Value, Times tables and Problem Solving be focused upon throughout Mathematics K-6.

Our achievements include:

- Term and Semester Assessments focusing on student goals.
- Teacher participation in professional learning around the Best start Program.
- Explicit teaching of number strategies in classroom teacher delivery.
- Greater use of technology in mathematics lessons.

Target 3
That the school provides students with the opportunity and environment to successfully continue the PBL process.

Our achievements include:

- School data shows that the increased attendance at school has been maintained 2010-11
- Our positive playground and classroom environment has improved student learning outcomes.
- Playground and Classroom data is rigorously upkept.
- High interest activities have been included in the Playground for students to partake in.
- Student SRC involved in a range of school activities.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of School Culture and Teaching and Learning. Answer options in the survey included Almost Always, Usually, Sometimes and Rarely.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

School Culture

Staff

Major positives:

- Staff understand and respond to the context of the community in which they work. (70% Almost Always, 30% Usually)
- Meeting the students needs is the major priority (Almost Always 100%)
- The school encourages everybody to be a continuing learner. (Almost Always 100%)

As we work toward our new targets we have a very positive Staff School Culture on which to base ongoing initiatives.

Students:

- Students felt that the school encouraged them to learn (almost Always 75%, usually 25%)
- Students indicated that the school was continually finding ways to improve what it does. (75% Almost Always, 15% usually, 10% Sometimes)
- Students felt that their efforts were often praised and rewarded. (Almost Always 80%, Usually 15%, Sometimes 5%)

Working toward:

- Extending students support for what is happening in the school. (Almost Always 70%, Usually 15%, Sometimes 15%)

Parents:

- Felt very strongly that the school encourages students to do their best. (Almost Always 100%)
- Indicated that the school often praised and rewarded successful students. (Almost Always 100%)
- Felt that the school is continually finding ways to improve what it does. (Almost Always 78%, Usually 12%)

Working toward:

As we work toward our new targets we know that we have very strong support from our parent body.

Learning

Staff

Major positives:

- The school supports communication about student learning between home and school. (100% Almost Always)
- The school community has high expectations of students. (75% Almost Always 25% Usually)
- Ideas are shared with colleagues to improve teaching practice (75% Almost Always, 25% Usually)

Working toward:

- Students take responsibility for their learning. (75% Sometimes, 25% rarely)
- Students reflect on their learning and engage in self-assessment (25% Usually, 75% Sometimes.)

Students
Major positives:

- That the school expected them to do their best (95% Almost Always, 5% usually).
- That teachers found new ways to help students understand (78% Almost Always, 17% Usually, 5% Sometimes)
- That teachers shared ideas with other teachers (85% Almost Always, 10% usually, 5% Sometimes).

Working Toward

- Creating a bigger balance between working on my own and working with other students (Almost Always 58%, Usually 12%, Sometimes 20% and Rarely 10%)

Parents:

Major positives:

- That classrooms were interesting places to learn. (Almost Always 75%, Usually 25%).
- That teachers are continually upgrading their skills (70% Almost Always, 30% usually)
- That teachers share ideas about teaching and learning with other teachers (Almost Always 70%, Usually 30%).

Working Toward:

- Reviewing work samples over time to note improvements. (30% Almost Always, Usually 40%, Sometimes 25% and Rarely 5%)

Professional learning

Professional learning was given high priority in 2011 in order to provide quality teaching and learning experiences for the students. Most professional learning was linked to school targets.

Professional learning on school development days included Student Welfare Policy, Child Protection Updates, Keep them Safe training, Cultural Awareness, Assessing using descriptors and rubrics, and reviewing school targets in line with Literacy and Numeracy Programming.

Courses attended during 2011 included:

- Best start initiative for kindergarten
- Accelerated Literacy
- Quality Teaching
- Cultural awareness
- Writing – Sentences and Grammar
- Interactive Whiteboard Training
- Student Welfare

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- Leadership and Management

Outcome for 2012–2014

Develop professional leadership practice that supports quality teaching with a particular focus on higher performing students.

2012 Targets to achieve this outcome include:

- Increased responsibility of all staff to undertake and follow up their responsibilities in areas of school administration, curriculum, programming and organisational capacity.

Strategies to achieve these targets include:

- Whole Staff to work on producing a list of responsibilities in the areas of Curriculum, School Activities and Administrative Requirements.
- One staff member plus Principal attends North Coast Quality Teaching Conference (theme Differentiated Curriculum)
- Teachers continue to develop rich individual education plans for all students.
- School Support Staff to attend relevant training days.
School priority 2 - Literacy and Numeracy

Outcome for 2012–2014

Support whole staff to embed quality literacy and numeracy practices.

2012 Targets to achieve this outcome include:

- For all students to realise goals (Numeracy, Literacy and Social) set in their Individual Education Plans (IEPs).
- IEPs be reviewed three times or more each year depending on individual needs of students.
- That student progress be recorded on the literacy and numeracy continuums.
- Students to move along stage/age specific numeracy continuum in the areas of Place Value and Multiplication and Division.
- Maintain NAPLAN levels for Numeracy and Literacy, in particular, the trend upward in the Writing component of NAPLAN Year 3 to achieve Band 4 and above, Year 5 to achieve Band 5 and above.
- Students Talking and Listening skills to move along at least a Cluster per year after 7th Cluster (Y2) is achieved.

Strategies to achieve these targets include:

- Staff meetings to understand and discuss the Literacy and Numeracy continuums then plot all students K-6 on the continuums
- Invite Best Start facilitator to help plan and implement quality balanced literacy and numeracy programs based on student data collected above
- Plot all students K – 6 on the continuums
- Develop a Talking / Listening plan K-6
- Continue to provide tutoring support to students who are not achieving stage outcomes in literacy and maths
- Provide opportunities for top 25% of students to extend their literacy and numeracy skills and experiences
- Focus on existing Mathematics program and include activities linked to COG’s units to improve students’ skills and understandings.
- Allow students (particularly 3-6) choices in their learning activities based on their preferred learning styles.

School priority 3 – Curriculum and assessment

Outcome for 2012–2014

a. Improve student access to broad, quality curriculum options with an immediate focus on current student requirements, working with local community of schools.

b. Support student access to a broad and differentiated curriculum with consistent assessment and feedback with a focus on higher achieving students.

2012 Targets to achieve this outcome include:

- Provide relevant differentiated curriculum and consistent assessment feedback increasing engagement in learning activities for all students.
- Provide relevant differentiated curriculum and consistent feedback for top 25% of students.
- Stage 2 teacher to attend across school meetings with Myall Learning Community teachers developing differentiated learning activities around English Curriculum (Reading, Writing, Talking and Listening)

Strategies to achieve these targets include:

- Staff meetings to discuss current research findings such as the McKinsey Report to determine what makes a successful school and further the skills students need to be successful.
• Experiment with different organisational structures so staff can develop quality programs in Music, Arts, Drama, Science & Technology and information skills/library by concentrating on one key learning area (or sub strand)
• Read Hattie paper on feedback and include aspects previously not, or rarely, included in classroom practise
• Arrange one combined staff development day in 2012 to focus on improving Literacy skills of Stage 2 Higher Achieving students
• Stage 2 Teacher to collaborate across schools of Myall Learning Community re differentiated activities for the English Curriculum
• Participate in collegial leadership network meetings once a term to support small schools and to share resources/practices

School priority 4 – Student Engagement

Outcome for 2012–2014
Achieve quality partnerships between home, school and community.

2012 Targets to achieve this outcome include:
• Teachers to move along the quality teaching matrix and show anecdotal evidence of implementation of Quality Teaching principles in their lessons and programs.
• Parent/Teacher/Community workshops in Numeracy and Literacy be organised as part of QT principles for teachers
• Principal to promote community partnership domain according to National Professional Standards.

Strategies to achieve these targets include:
• Maintain an inclusive classroom environment supporting programs for aboriginal students.
• Further develop student leadership opportunities through the SRC.

• Review Yellow Sheet data each Term to inform ongoing planning for behaviour expectations and activities.
• Provide PL opportunities for staff to further develop and implement differentiated learning strategies.
• Engage in a number of video conferences with small schools to improve students’ talking and listening skills.
• Students to complete a Civics and Citizenship Project over 2012.
• Increase parent and community literacy and numeracy awareness through workshops and quality feedback.
• Principal to focus on improving community partnerships

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.

Pam Everingham - Principal
Jan Oxford - Teacher
Cathy Walker – Teacher
Kylie Wagstaff – Teacher
Trish Drummond-School Administration Manager
Gayle Harrington - SLSO
Colin McCallum - GA
Celeste Cooke - P & C President
Peter Mason - Community Member

School contact information
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Fax: 4997 7232
Email: coolongolo-p.school@det.nsw.edu.au
Web: www.coolongolo-p.schools.det.nsw.edu.au

School Code: 1627

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: