Our school at a glance

Caring, polite and safe values whilst igniting growth and strength.

Coolongolook Public School is a small school situated between Nabiac and Bulahdelah on the banks of the Coolongolook River.

The first people to inhabit the area were the Biripi Aboriginal tribe who settled a wide area stretching from the Coolongolook River to the headwaters of the Manning River.

The area was first settled by Europeans when timber workers came in search of timber which covered the entire valley.

Timber workers were followed by farmers, with dairying and general farming becoming the lifestyle of many.

Gold was discovered in 1878 and the hills rang to the sounds of over a thousand diggers. Unfortunately, not many fortunes were made, but the Shire at the time drew up plans for a major town.

Some of the descendants of these early settlers still work today in the local mill or on the land in farms of many descriptions.

The school, though being small in size, has a magnificent outdoor environment and is a community hub. Quality programs are implemented for students drawn from the local village areas of Wootton and Bunyah.

Students

In December 2013 a total of 32 students were enrolled. The students were divided into two classes 17 students in Kindergarten - Year 2 and 15 in Years 3-6. Numbers remained stable throughout the year.

Staff

In Terms 1 and 2, 2013 the school was led by one teaching Principal, a permanent teacher and a temporary teacher four days a week. This staff arrangement changed in Term 3 and 4, with the temporary teacher changing to nine days a fortnight. The school also had SLSO support which varied from two days to three days a week during semesters one and two. Additional to this, the School Administrative Manager worked ten days a fortnight, seven in the office and three days as an SLSO. A general assistant is employed one day a week.

 Significant programs and initiatives

Throughout 2013 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
- Three learning groups, three days a week in numeracy and literacy
- Individual education plans (IEP’s ) for all students
- Learning assistance programs

Messages

Principal's message

It has been a very rewarding start as principal of this wonderful school. Our school community continues to build upon the foundations of the past and reach forward with optimism to the future.

Successful school involvement in the Bulahdelah Show and local community projects such as planting and watering trees with the Coolongolook and 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 plans.

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

Future issues are centered around receiving the funding our students deserve, playing a greater role in our local community and continued focus on our modified 2012-14 School Plan. We look forward to continuing to integrate our three learning groups in literacy and numeracy sessions, three days a week.
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.

Mr Jason Tindall, Principal

P & C Message

2013 has been a busy and successful year for the school and the P & C. Firstly, I would like to thank our 2012 president, Celeste Cook for her dedication and support to the school over many years.

Big events on the calendar this year were the construction of the school car park, end of term fundraisers at the Caltex and the school fun run held in Term 2. A big thank you to the many parents who helped with the construction of the car park and to the local mill for the donation of the materials. Thanks also to the many parents who donated cakes, fruit and vegetables for our Caltex fundraisers during Term 2 and 3.

The canteen continued to run successfully under the combined leadership of Annalisa Buchanan, Alethea Beyer, Karen Roberts, Karen Webster and Linda Brown. The canteen operated two days a week and raised much needed funds for our school.

P&C meetings were well attended throughout the year and we look forward to our upcoming GM where new committee members will be elected.

On behalf of the 2013 P&C, I would like to thank the school and the community for its support this year.

Neill Williams, President, P&C

Student Representative’s Message

Both Herby and I have enjoyed being on the SRC in 2013. We were actively involved in helping out with assemblies, sports days, fundraisers and the organisation of fun days for the school. A number of highlights for the year included a hot dog day, crazy hair day, mufti days, movie day with popcorn and a milkshake day. It was great to be involved in organising and promoting these days in consultation with Mr. Brown. Throughout the year, the SRC was able to raise an astonishing $220 which is a great achievement for a school of only 32 students. This money was used for the end of year present to the school which was a new speaker that is used for music when skipping and presentation/special days. We had a great time and are proud of the achievements of the student body!

Lilly Brown, SRC Representative, 2013

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.4</td>
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<td>96.0</td>
<td>84.1</td>
<td>89.9</td>
<td>89.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>86.4</td>
<td>97.0</td>
<td>93.5</td>
<td>94.0</td>
<td>92.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.3</td>
<td>90.0</td>
<td>96.1</td>
<td>91.3</td>
<td>97.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>87.9</td>
<td>95.7</td>
<td>96.6</td>
<td>84.3</td>
<td>92.8</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>92.0</td>
<td>94.5</td>
<td>95.7</td>
<td>89.1</td>
<td>84.9</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>99.3</td>
<td>93.1</td>
<td>90.2</td>
<td>94.9</td>
<td>91.6</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.3</td>
<td>95.1</td>
<td>92.4</td>
<td>90.2</td>
<td>91.3</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<tr>
<td>Male</td>
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<td>18</td>
<td>17</td>
<td>19</td>
<td>19</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>17</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>20</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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
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<tbody>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>2</td>
<td>15</td>
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<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>15</td>
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<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>5</td>
<td>17</td>
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</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Equity Loading</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>

Coolongolook Public School currently has no staff members in the workforce who are of Aboriginal descent.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>19319.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>56791.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49517.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5274.58</td>
</tr>
<tr>
<td>Interest</td>
<td>896.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1774.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>114254.61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5010.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>3191.81</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1803.89</td>
</tr>
<tr>
<td>Library</td>
<td>1197.06</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>40.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51869.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2320.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26280.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7926.38</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4297.81</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1595.95</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>105534.92</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>28038.94</td>
</tr>
</tbody>
</table>

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

Achievements

Arts

There were many exciting achievements in 2013 in the Arts arena.

- Education Week celebrations saw the school choir perform at the Great Lakes Learning Community Concert at Stockland Mall in Forster.
- The school choir performed at the Taree Eisteddfod. The group received a highly commended award in the small schools section.
- Students successfully competed in the Bulahdelah Show writing and art competitions. Various awards were won across all stages at our school.

Sport

This year Coolongolook Public School was involved in a broad range of sporting days and participated with great enthusiasm and sportsmanship. Being a small school, it is often difficult to fill teams with the required number of players for Gala Days, but students from the Year 3-6 class stepped up and competed with pride against often much larger small schools. Sporting highlights for the year included entering a Touch Football and Soccer Team in the Small Schools Gala Day achieving great success. In these Gala Days our school finished a respectable 4th and 3rd out of a possible six teams, a great achievement for our small school. Other events in which the school participated outside the school were the Small Schools Athletics and Swimming Carnivals, Cross Country in Wingham and Small Schools Soccer game against Krambach. One of our Year 6 students, Cody Cornish, excelled in the High Jump at the Small Schools athletics carnival and was chosen to compete in the regional Athletics Carnival in Tuncurry, again a great achievement.

Our school has been extremely fortunate to be involved in a number of sporting activities throughout the year and has had success in a number of sports. Our goals for 2014 include once again competing in the Touch Football and Soccer Gala days but to also organise a girls or mixed netball team to compete in a Gala Day. Bring on these goals for 2014!

Student Welfare

This year, Coolongolook Public School introduced a comprehensive new Anti-Bullying and Social Skills program called ‘Achieve - You Can Do It’. The main purpose of the program is to develop young peoples’ social and emotional capabilities through the teaching of five specific focus areas. These core foundations are Getting Along, Confidence, Persistence, Organisation and Emotional Resilience.

Central to the development of these foundations is instilling in young people twelve Habits of the Mind that support and nourish the five foundations. These include; Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules and Social Responsibility.
Teachers introduced ‘Getting Along’ lessons throughout Term 2 and Term 3 to their students. Posters were displayed in each classroom and a lucky dip was drawn at every lunch time for children receiving Getting Along tickets in the playground.

Other

The school is actively involved with a community tree-planting project at our local park. The Coolongolook and Wootton Action Group (CWAG) work closely with our school in promoting the beautification of the main areas around our community.

We combined with Krambach Public School to attend the Aussie Bush Camp early in Term 3.

Academic

The My School website provides detailed information and data for the National Literacy and Numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Progress in literacy and numeracy

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</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>

Aboriginal education

Teaching units are closely linked to and inclusive of, where relevant, our proud aboriginal heritage. Special celebrations, such as NAIDOC week are embedded into this very important part of Coolongolook’s curriculum.

The school is committed to personal learning plans for Aboriginal students. Staff and parents reiterate the importance of the conversation within the PLP as one of the most important aspects of the meeting.

Multicultural education

The school promotes an inclusive school community to ensure aspects of tolerance and harmony are part of the school culture. Cultural diversity has been acknowledged along with the Harmony Day celebrations, cultural performances and classroom units of work featuring studies of cultural diversity.

Transitional Equity Funding

Funding received enabled our school to provide additional classroom support during Literacy and Numeracy sessions. The funds allowed us to purchase additional Literacy and Numeracy resources to enhance teaching and learning programs. Workshops were presented to parents with the view to promoting strong parent and community partnerships and rich dialogue.

School planning and evaluation

2012—2014

School Priority 1

Literacy and Numeracy

Outcome for 2012–2014

To enhance quality teaching practice in order to improve levels of literacy achievement for all students
2013 targets to achieve this outcome include:

- Increase the percentage of Year 5 students in the proficient bands in Spelling
- Increase the percentage of Year 3 students in the proficient bands in Reading
- Increase the percentage of Year 5 students in the proficient bands in Reading
- Increase the percentage of students who achieve expected growth rate between Year 3 and Year 5 in Numeracy and Literacy

Strategies to achieve these targets include:

- Continue to implement Accelerated Literacy pedagogy.
- Continue to implement the school reading program.
- Provide professional learning in best practice pedagogy in the teaching of Writing.
- Learning Support Officers for reading and numeracy groups

School Priority 2

Leadership and Management

Outcomes from 2012–2014

*Increased school leadership capacity to develop and consolidate staff leadership skills and to improve levels of literacy and numeracy achievement for students.*

2013 targets to achieve this outcome include:

- K-2 teacher participates in Collegial Leadership Network and other identified leadership development.
- Review of TARS process
- Participation of school team in professional learning

Strategies to achieve these targets include:

- List of responsibilities in areas of Curriculum, School Activities and Administrative Requirements co-jointly devised and in operation.
- IEPs embedded – use of three Way Interviews, student goal setting and teacher and support organization directed at social skills programs and strategies to enhance student learning.
- School Support Staff to attend relevant training days.

School Priority 3

Curriculum and Assessment

Outcomes from 2012–2014

*New syllabus documents and associated pedagogy will be expertly delivered by all teachers.*

2013 targets to achieve this outcome include:

- Provide relevant differentiated curriculum increasing engagement in learning activities for all students.
- Provide relevant differentiated curriculum and consistent feedback to all students.

Strategies to achieve these targets include:

- Ongoing collegial discussion in weekly staff meetings regarding the English Curriculum.
- Further development of differentiated learning activities in the three groups
- Participation in staff development days as part of Small Schools network focusing on Writing
- Participation in CLN workshops.

School Priority 4

Student and Community Engagement

Outcomes from 2012–2014

*All students will have access to appropriate curriculum and community and a better understanding of the school context within a safe and supportive environment.*

2013 targets to achieve this outcome include:

- Teachers to implement Balanced Numeracy programming for both classes
- Teachers to use Student Evaluation Booklets for Numeracy continuum
Staff to hold information nights to inform parents of school programs

Attendance rates of students will match or better the State average.

**Strategies to achieve these targets include:**

- Review current practice in integration of technology for students and staff.
- Provide parent information sessions with the view to informing parents of the school’s priority areas.
- Implement inclusive and positive interactions to engage and support student learning.

**Professional learning**

Professional learning funds in 2013 expanded on increasing teacher capacity through deepening teachers understanding of the Literacy and Numeracy continuums and gaining a deeper understanding of the new English Curriculum.

**Parent/caregiver, student and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers regarding the school.

Their responses are presented below. The survey used the following ranking code:

*Strongly Agree, Agree, Disagree, Strongly disagree*

### Year 1-6 Survey-Students

Our students completed a survey reflecting on current school programs and their thoughts about these initiatives. Students believed that:

**Literacy**

- The activities my teacher uses help me learn (95% strongly agree or agree)
- The school expects me to do my best (88% strongly agree)
- My teachers find new ways to help me understand (81% strongly agree or agree)
- We do things in the classroom that are new and different (81% strongly agree or agree)

### Numeracy

- My teachers tell me what I am learning and why (93% strongly agree or agree)
- I try to do my best (74% strongly agree)
- My teachers find new ways to help me understand (88% strongly agree or agree)
- We do things in the classroom that are new and different (77% strongly agree or agree)

### General

- I feel that I have been listened to (77% strongly agree or agree)
- The physical environment and facilities are excellent (92% strongly agree or agree)
- The school welfare and discipline policy is effective (80% strongly agree or agree)

### Parents Satisfaction Survey

- 90% strongly agreed and 20% agreed that ‘Overall Coolongolook Public School is an attractive and well maintained school’
- 80% strongly agreed that ‘the school is a friendly school, that is tolerant and accepting of all students’
- 80% strongly agreed that ‘the school has supportive and positive welfare programs’
- 60% strongly agreed and 30% agreed that ‘this is a school where members of the community are regularly invited to meet with school leaders’

Seal Rocks Lighthouse Environmental Excursion
• 70% strongly agreed and 30% agreed that ‘This is a school where class activities are interesting and engage students in learning’
• 90% strongly agreed and 10% agreed that ‘The school’s current aim is to improve the quality of learning and teaching’
• 80% strongly agree and 20% agreed to the question ‘I am pleased that my child attends this school’
• 90% strongly agreed and 10% agreed that ‘Students are the school’s main focus’
• 70% strongly agreed and 30% agreed that ‘The school has high expectations of its students’

Comments include:

‘The school does a wonderful job of supporting the learning of individual students at all levels. The genuine care and concern all staff have for students, parents and each other is outstanding’

‘The new approach to different types of learning is excellent’
‘A very friendly staff and student group. A nice little school that has a great community behind it’

‘Nothing is ever overlooked!’

‘I’m extremely pleased with my child’s progress’

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.

School contact information

Coolongolook Public School
Lombard Street, Coolongolook 2423
Ph: 02 4997 7183
Fax: 02 4997 7232
Email: [coolongolo-p.school@det.nsw.edu.au
Web: coolongolo-p.schools.det.nsw.edu.au
School Code: 1627

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: