Our school at a glance

_Caring, polite and safe values 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 timber which covered the entire valley.

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

Gold was discovered in 1878 and the hills rang to sound of over a thousand diggers. 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 area, Wootton and Bunyah.

Students

In December 2012 a total of 34 students were enrolled. The students were divided into two classes 19 students in K-2 and 15 in 3-6. Numbers remained stable throughout the year.

Staff

In Terms 1 to 3, 2012 the school was led by one teaching Principal, a permanent part-time teacher, two temporary teachers and a full-time SLSO. This staff arrangement changed in Term 4, with the permanent part-time teacher taking Long Service Leave before retiring. Term 4 saw a casual teacher employed on the K-2 class Monday to Friday, with other staffing remaining unchanged.

In 2013 a new Principal has been appointed, and also Permanent Teacher, SLSO position and temporary Teaching position will remain, essentially, unchanged.

Significant programs and initiatives

Throughout 2012 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 2012

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. Writing improved again, but remains below State Level.

Messages

Principal’s message

It has been very rewarding to lead the school since August 2009. 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. 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.

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

Future issues center 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 (Outgoing)

P & C and/or School Council message

We held our Annual General Meeting in February with the position of Secretary (Annalisa Buchannan), Treasurer (Alethea Beyer), Vice Presidents (Alison Curnow) and President (Celeste Goodhand).

The canteen continues to run successfully under the combined leadership of Annalisa Buchanan, Alethea Beyer, Karen Roberts, Colleen Tomlins, Karen Webster & Linda Brown. With the funds raised by the canteen new water jugs, coffee mugs and food platters were able to be purchased.

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

There have also been a number of fundraising programs with the Bunnings BBQ, Fun Run and a Cake stall.

With the funds raised by these events the P&C were able to purchase the following items for the school:

- Small & large gazebos for sporting events
- School banner
- Electric Pruner
- 3 garden seats
- Urn for parent morning tea
- Donation towards cost of bus for Billabong Park excursion.

2012 has been productive with well attended meetings by parents, carers and community members.

On behalf of the P&C thanks are extended to Mrs Oxford, Mrs. Walker and Mrs Everingham for their years of service to our school. We welcome Mrs Ross (K-2) and M. Tindall (incoming Teaching Principal) to the school.

Celeste Cooke, President, P&C

Student representative’s message

Throughout my year as the SRC President I have helped others being careful to be caring, polite and safe. I have attended school activities and encouraged others to do so, like athletics.
carnivals, cross country, swimming carnivals and soccer gala days.

Throughout the year the SRC has organised special days such as Harmony Day, Clean-up Australia Day, Crazy Hair Day, Hot Dog Days, Pyjama Day, Dress Down Drug Free Day and Jeans For Genes Day. We raised money for World Vision, Life Education and Stewart House.

Year 5/6 attended the Impact Leadership Conference at Forster. We made a short video promoting our school. Our gift to the school this year is new soccer goals for our soccer field!

Hayden McKenzie, 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

Coolongolook Student Enrolment

<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>6</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>3</td>
<td>16</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.

<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>6</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>
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, and casual Teacher on a Full-time basis in term 4 to replace permanent Part-Time and temporary teachers.

Teacher qualifications

All teaching staff meets 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>
</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: 30/11/2012</th>
<th>Income $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>36475.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>58781.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54674.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17320.77</td>
</tr>
<tr>
<td>Interest</td>
<td>1589.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1617.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>170460.25</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>24112.01</td>
</tr>
<tr>
<td>Excursions</td>
<td>12081.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4920.11</td>
</tr>
<tr>
<td>Library</td>
<td>787.09</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1346.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48976.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3662.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32562.59</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8341.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12562.97</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1788.10</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>151141.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>19319.25</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

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 Eisteddfod, Education Week Performance and Hunter Valley Gardens Gnome and Away Competition 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, cricket, soccer and basketball.

All students take part in the Premiers Sporting Challenge.

Other
The school is actively involved with a community tree-planting project at our local park.
We combined with other small schools – Krambach, Bobin and Elands – and attended a 4 day camp in Canberra for Years 4 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 – Our cohort in year 5 was insufficient in number to include in this report.
Progress in literacy and numeracy

Progress in both literacy and numeracy is demonstrated by continuing and maintaining 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></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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.

Significant programs and initiatives

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.
Progress on 2012 targets

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.

Achievements include:
- List of responsibilities in areas of Curriculum, School Activities and Administrative Requirements co-jointly devised and in operation. Will be a beneficial tool in the light of major staff changes at the end of 2012.
- North Coast Quality Teaching Conference (theme Differentiated Curriculum) attended by staff member and Principal, strengthening and reinforcing differentiated learning strategies.
- IEPs embedded – use of 3 Way Interviews, student goal setting and teacher and support organization directed social skills programs and strategies to enhance student learning.
- School Support Staff to attended 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.

Achievements include:
- Students were plotted on literacy continuum, staff knowledge of both literacy and numeracy continuums an ongoing priority.
- Best Start facilitator to help plan and implement quality balanced literacy and numeracy programs based on student data collected. K-2 teacher attended professional development day.
- Talking / Listening plan K-6 to be further developed, strategies included more rigorous news sessions, assessment of student work presentations and public speaking and debating developed as a specific focus.
- MLC SNP surrounding differentiated curriculum for Stage 2 Literacy staff and students an ongoing project.
- Students given assessment options in projects allowing for choice in learning activities, for example, the Civics Project.
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)

Achievements include:
- Ongoing collegial discussion in weekly staff meetings surrounding Hattie research and McKinsey Report.
- Further development of feedback policy on three levels. One to students. Two to staff and three to community.
- Participation in staff development days as part of MLC SNP with Regional literacy Support. Focus on improving Literacy Skills of top 25% in Stage two.
- Participation in CLN workshops focusing on rubric use for assessment.

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.

Achievements include:
- Inclusive classroom environment supporting programs for aboriginal students.
- SRC and student leadership extended.
- Reviewing Yellow Sheet data each Term to inform ongoing planning for behaviour expectations and activities.
- Provision PL opportunities for staff to further develop and implement differentiated learning strategies.
- Students to complete a Civics and Citizenship Project over 2012.
- Contributing to Strategic Plan Development for area. Improving community partnerships with joint application for NAB Grant with Coolongolook Wootton Action Group (CWAG) – unfortunately not successful this time. Monthly contributions to local newsletters and publications, such “Across the Fence”.
- Promotion of school through wider distribution of Newsletter at local retail outlets.
- Continued involvement in local community activities such as CWAG Christmas Carols.
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 2012 our school carried out evaluations of School Culture and Welfare and Values and later in the year Technology and its use in the school.

School Culture, Welfare and Values

Over one third of the schools’ student population is of aboriginal decent. A high proportion of this population are in Out of Home Care. The school consistently works as an active support team member and co-ordinator for these students, having close links with DoCs, GLMACs and OoHC support organizations.

Support teams meet to appraise needs, and ongoing communication surrounding IEPs is maintained throughout the year surrounding each student.

The school has received acknowledgement by OoHC for its – (quote)

- Dedication in catering for the needs of individual students, many with complex needs.
- Willingness to be innovative with programs and strategies.

And that the –

- establishment of a welcoming and inclusive whole school environment, together with trauma informed practice can have a significant contribution to the healing process for students in OoHC.” – (end of quote from Louise Carey OoHC Co-ordinator, Toorima Office letter 20/12/12)

P&C led survey after discussion resulted in a School Survey being devised and 100% supported surrounding the employment of a National School Chaplaincy and Student Welfare Program Chaplain who attends the school for two and a half days per week. The Chaplains’ services have been most commendable and have been supported by all parents, staff and students at the school. The Chaplain has been employed since mid-term 4, 2012 and reinforces the school’s ongoing PBL and Values Program.

As a result of combined discussions of SRC, P&C Staff and Landcare, students and P&C have been 100% behind development of school vegetable and bush tucker garden. Staff, students and parents have actively assisted in all facets of this project, resulting in a greater understanding of sustainable practice and increased student engagement.

Technology

Student Survey of years 3-6 late Term 4 completed by 13/15 students showed that:

- 50% of students used the family computer on a daily basis.
- Most used software programs at home were games, internet and multimedia, least used and requiring help to operate were blogs, emails and spreadsheets.
- All students felt that IWBs made learning more effective most of the time.
50% of the students thought that the school should purchase laptops and iPads to enhance ICT programs school wide.

Unfortunately the parent survey had a poor response, only 20% of parents responding. The clear indication here though was the importance of PC and IWB use in the classroom enhancing effective ICT programs in the school, and the acknowledgement that technology certainly was an important part of a successful educational environment.

**Professional learning**

Professional learning was given high priority in 2012 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, First Aid Training, Work, Health and Safety Review, Assessing using descriptors and rubrics, and reviewing school targets in line with implementation of the National Curriculum. Specific courses included:

- Best start initiative for kindergarten
- Quality Teaching
- Differentiated Curriculum
- Cultural awareness
- Student Welfare- Introduction to the Neurodevelopment Model of Therapy (NMT) – Bruce Perry model.
- AUSTSWIM training and Escort Training.
- Timeline for National Curriculum

**School planning 2013—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, including National Curriculum.

**School priority 1- Leadership and Management**

**Outcome for 2013–2014**

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

**2013 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:**

- Responsibilities of all staff to be undertaken with Code of Conduct and Professional Standards in all practice.
- Continual attention to development of Quality teaching Standards and professional Learning.
- 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 2013–2014

Support whole staff to embed quality literacy and numeracy practices.

2013 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.
- Greater attention to Numeracy Continuum and placement of students thereon.
- Continual plotting all students K – 6 on the continuums.
- Consolidation of 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.
- Continue to allow students (particularly 3-6) choices in their learning activities based on their preferred learning styles.

School priority 3 – Curriculum and assessment

Outcome for 2013–2014

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.

2013 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.
- Continued participation in SNP with MLC.

Strategies to achieve these targets include:

- 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 substrand)
- 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 2013–2014

Achieve quality partnerships between home, school and community.

2013 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 videoconferences with small schools to improve students’ talking and listening skills.
- Increase parent and community literacy and numeracy awareness through workshops and quality feedback.
- Principal to lead whole school focus to improve 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 (Outgoing end 2012)
Jan Oxford – Teacher (Retired 2012)
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
Coolongolook Public School
Lombard Street, Coolongolook.
Ph: 4997 7183
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: