2010 Annual School Report
Kootingal Public School

NSW Public Schools – Leading the way
Principal’s message

We have seen a couple of major changes to our school this year. The completion of our school hall and its opening in August together with two changes of staff. Mr Coutts retired after teaching at Kootingal Public School for the last 16 years and our Assistant Principal Mr Clare took up a promotion to Deputy Principal of Walgett Public School at the beginning of Term 4. Mrs Mort has been appointed to the position of Assistant Principal and will take up this position at the start of 2011.

One of the highlights this year has been our production of ‘Divas and Dudes through the Decades’, where every student got to perform in front of a very appreciative audience.

Once again a number of students have achieved outstanding results across a range of activities such as sporting, academic and cultural and this report gives a snap shot of our successes in 2010.

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.

Kaye Lewis

P & C and/or School Council message

The School Council has again been strongly represented this year, by staff, parents and community representatives who have all contributed much needed feedback and ideas to the meetings. This has assisted in the smooth running of the school and improvements to areas that have been brought to our attention.

As president of the school council I would like to thank all members of the council for their commitment and support of our school.

This year Kootingal School had the honour of receiving an award for its commitment to community partnerships. This award proves that by working together we can provide a fantastic environment for the education of our children. I had the pleasure of receiving this award with Nicole Jones on behalf of the school at the presentation at Narrabri.

We also had the official opening of our school hall. This was a fantastic day and a credit to everyone involved. The hall will be a great asset to Kootingal for many years to come.

As this is my last year on the council I would like to again thank everyone involved and hope the school council continues to be of assistance to the smooth running of our great school.

Many Thanks
Paul Greentree
President, Kootingal School Council

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

We began the school year with 190 students (94 boys and 96 girls). We concluded the year with 198 students (99 boys and 99 girls). We have had a number of students leave but this has been balanced with new enrolments. 15% of students identify as Aboriginal and 5 students receive special needs funding. We had 8 classes, 6 composite and 2 straight classes during 2010.

Student attendance profile

Student attendance has remained reasonably consistent, however a couple of recently enrolled families have been referred to the Home School Liaison Officer for support. Both families recorded a large number of days where the students were absent. Both families have since left the school.
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>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1J</td>
<td>K</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>K/1J</td>
<td>1</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3R</td>
<td>2</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2/3R</td>
<td>3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>

Staff information

We have a full time Senior Administrative Manager, two part time School Administration Officers and a part time General Assistant. Five classes have been supported by School Learning Support Officers in 2011. We have one teacher identifying as Aboriginal.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal (s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>RFF Teachers</td>
<td>0.336</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
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<tr>
<td>Support Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>2.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12.736</strong></td>
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Staff retention

During 2010 we had two retirements, a teacher and a part time School Administrative Officer (SAO). Mr Clare (Assistant Principal) took up a promotion in Walgett at the start of Term 4 and Mrs Mort was appointed as Assistant Principal which she gained through merit selection.

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>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
Date of financial summary: 30/11/2010

**Income**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>67581.68</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>64219.69</td>
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<tr>
<td>Interest</td>
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</tr>
<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>316820.47</strong></td>
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**Expenditure**

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<th>Amount</th>
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</thead>
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<tr>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>4677.52</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>227061.42</strong></td>
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**Balance carried forward**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td><strong>Total income</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>89759.05</strong></td>
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**School Performance 2010**

**ARTS**

The highlight was undoubtly the performance of Divas and Dudes through the Decades where each class performed songs and dances from a particular decade. Together with the matinee performance over 400 parents and friends watched the shows and were delighted with smiling faces beaming from the stage as the students performed in their colourful costumes.

- Eight children attended a Visual Arts workshop held in Armidale where they received specialist tuition from local artists.

- Music groups were conducted during terms one and two. Students from year 1 – 6 rotated around various groups participating in recorder, garage band, singing, percussion, knowledge of instruments and dance activities. These groups were popular with students.

- Garry Lee conducted lessons every Tuesday morning for children interested in learning the guitar. Eleven children were involved in this program during the year.

**SPORT**

We entered seven teams in the state PSSA knockout competitions. Sports included Tennis, Cricket, Rugby League, Soccer, Netball, Boys and Girls Touch.

- Our Tennis team of Ella Heeney, Shiona Flemming, Alex Thompson and Andrew Jamieson represented Kootingal in the first round against Timbumburi. Our students played well but were defeated by a very strong team.

- Our Cricket team reached the 3rd round having defeated Ben Venue and Nemingha in the first and second rounds. In a close match Kootingal lost to Tamworth South in the 3rd round.

- Andrew Jamieson and Bradley Goodridge were selected in the North West Cricket team.
• Our Rugby League team was defeated in the first round by Tamworth South.
• Daniel Kaluza was selected in the Regional Rugby League team.
• We also entered 3 teams in the Peel Schools Rugby League carnival. The 9 years team was beaten in the Grand Final.
• Our Netball girls were successful in rounds 1 and 2 defeating Nemingha 11–9 and Westdale 15–2. They were defeated in the 3rd round by Gunnedah South 6–17.
• We had a soccer team containing both boys and girls and they won their first round against Nemingha 2-0 but were then defeated by Tamworth Public in the second round 4-0.
• Georgia Taggart was selected in the North West Soccer Team.
• In Touch we entered both a boys and a girls team. The boys lost their first round match in a close drop off game to Timbumburi, whilst the girls were defeated by Uralla in the first round.
• Our athletics carnival was held at the TRAC and was voted the best yet. Twenty four students represented Kootingal at the Zone carnival. From this carnival fourteen students were selected to compete at the Regional carnival. Ella Heeney, Kate Pianta, Jamie Blackler and Douglas Pianta qualified for the State carnival in Sydney.
• In Cross Country a team of thirty two attended the Zone Cross Country event held at the Tamworth Race Course and Ella Heeney, Lincoln Williams, Kate Pianta, Maddison Cocking, Tom Cocking, Travis Stevens and Georgia Taggart went on to compete at the Regional Carnival in Coolah. Ella Heeney was selected for the North West Team. She finished a creditable 7th in the state.
• In Swimming the winning house was Gill. Twenty five students swam at the Zone carnival in Tamworth where Georgia Taggart was named 11 year girls Champion and Bradley Goodridge Senior Boys Champion. Twelve students qualified to compete at the Regional Carnival in Armidale. Bradley Goodridge and Georgia Taggart were selected in the North West swimming team to compete at the State Championships in Sydney.

**KOOTINGAL CALLING ME**

Mr Clare and a group of students recorded a song written by Mr Clare about Kootingal. The students experienced recording in a professional studio and now appreciate the effort that goes into recording one song. The CDs are being sold through the school.
RIDE TO SCHOOL DAY
Alex Thompson a year 5 student registered the school and promoted the benefits of riding a bike. Sixty four students rode to school on this day. Alex ran out of stickers as it was such a success.

PREMIERS SPELLING BEE
All students from years 3 – 6 took part in the Spelling competition. Max Franics won the junior section and Alyssa Flemming was runner up. Cameron Johnston won the senior section with Braedyn Brown the runner up. All four students went on to compete against the Tamworth schools where they all performed creditably.

ICAS
Students throughout Australia and Asia take part in ICAS tests. The following students all performed very well when compared with their peers.

- Spelling – Cameron Johnston distinction, Max Franics and Alyssa Flemming credit
- Computer Skills – Andrew Jamieson and Cameron Johnston – credit
- Science – Alyssa Flemming and Brendan Hobden – credit
- English – Cameron Johnston – credit
- Writing – Alyssa Flemming – credit
- Mathematics – Douglas Pianta distinction, Andrew Jamieson, Cody Prendergast, Alyssa Flemming and Max Francis – credit

EDUCATION WEEK AWARDS
Outstanding Student Award – Cameron Johnston for all round excellence, having an excellent work ethic and a caring nature.

Outstanding contribution to a school by a member of the school community – James Thompson received this award for his outstanding contribution to the P & C.

Outstanding staff member – Cheron Mort is an excellent teacher who encourages and supports her students to do their personal best. She is committed, understanding and sensitive to need of her students.

REGIONAL AWARDS
Kootingal Public School was named winner of the Excellence in School / Community Partnership which rewarded the efforts of students, parents and staff working together to ensure Kootingal Public School remains an excellent school.

We were also a finalist in the Excellence in Sport Category. Paul Greentree, President of the School Council and Nicole Jones who was relieving Principal accepted the award at a function in Narrabri.

OFFICIAL OPENING OF THE SCHOOL HALL
In August we took part in the official opening of the hall. Senator Doug Cameron officially opened the hall with the cutting of a cake. Mr Tony Windsor, Federal Member for New England, Mr Peter Draper, State Member for Tamworth and Mr James Treloar, Mayor of Tamworth all attended and helped make it a special day.
GRANDPARENTS DAY
This was held during Education Week and attracted a large audience. The afternoon started with a Red Faces Talent Show, followed by class visits and then 5/6M entertained us at a special whole school assembly. It was a struggle to fit everyone into the hall but the grandparents had a wonderful time.

COMMUNITY EVENTS
In March the students armed with gloves and bags went out into the streets of Kootingal to pick up rubbish. We take part in the Clean up Australia campaign each year as a community service but it also teaches our students the importance of keeping our streets tidy.
We commemorated ANZAC Day with a service at school. Our captains Brad and Chrystal attended the Dawn service in town and then led the students in our local Kootingal march. It was pleasing to see so many students turn up to march too.

BREAKFAST WITH THE 92.9 ANNOUNCERS
What a thrill it was to have the crew from 92.9 come and present their breakfast show from the school. It was an even bigger surprise when the Westpac Helicopter landed in the grounds. The parents and teachers cooked breakfast for everyone while the students climbed through the helicopter, chased the police and played with members of NIAS. It was an eventful morning. In the process we managed to raise $630.

EXCURSIONS
Year 5 and 6 students went to Canberra for what is a fun packed excursion. The students learnt how government works and visited Parliament House. They got to experience the War Memorial, Art Museum, Questacon and other sites around Canberra. Students always comment that this is the best excursion.
Year 3 and 4 students went to Dubbo where they toured the gaol, Western Plains Zoo and went underground to experience the Wellington Caves.

WELFARE
Three years ago we introduced a levels system where students were awarded Bronze, Silver or Gold merit awards for working hard in class and demonstrating our values such as showing respect and care for others and observing our school rules. Each student is responsible for keeping their awards and trading them for higher awards. It was wonderful that Jessica Thompson became the first student to collect 3 Gold awards and qualify for a merit badge. Kate Pianta was our second recipient. We look forward to awarding more badges next year.
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

- An improvement in the percentage of students below national minimum standard (bottom 2 bands) from 4% to 3% in 2010, which is pleasing
- Students were below the state average and just above regional average for reading.

Year 3 Writing

- A decrease in the percentage of students achieving in lowest 2 bands
- Higher percentage of students in bands 4 & 5 but too few students achieved in the top band.

Year 3 Spelling

- Too many students achieving in bands 3 and 4 with 3% of students achieving band 6 compared with 13% in 2009.
Year 3 Grammar

- Students were below state average and slightly below regional average
- There was an increased number of students in bands 3 and 4 however again there were less numbers of students in top 2 bands

Numeracy – NAPLAN Year 3

- This was a disappointing result as students were below both state and regional average
- All 3 areas of numeracy fell below results in 2008 and 2009 and is an area we will focus on in 2011.

Year 5 Reading

- Results were below state but about regional average
- Slightly below 2009 results however reading trend has remained consistent
- Fewer students achieved in top 2 bands
- Growth was below expected growth rate for year 5 students.

Year 5 Writing

- Although still below state average there was an improvement in writing overall for year 5.
- Very few students achieved in the top 2 bands
- Growth matched state average
Year 5 Spelling
- Spelling improved 11.5% from 2009 to be above regional results
- Growth was below the average growth for the state

Year 5 Grammar and Punctuation
- This area has been identified as an area of concern.
- Only 3% of students scored in band 1 compared with 9% in 2009 which was pleasing.
- There was a decrease in the percentage of students achieving in band 6 from 13%

Year 5 Numeracy
- All areas of Maths improved from 2009, with Data, Measurement, Space and Geometry making the most improvement. Overall there was in 11.5% improvement.
- Growth was just below state average and equal to regional growth.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

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></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
This year we celebrated NAIDOC week with a number of learning activities based around Aboriginal history, culture and prominent Aboriginal role models. The students also received Koori packs to end the weeks celebration.

Multicultural education
This year for Harmony Day all students K – 6 celebrated our multi cultural society by preparing and eating foods from other countries. At lunchtime the students bought plates of food to experience food from across the seas. This was enormously popular.

Values / Respect and responsibility
Once again the “You Can Do It” program played an important role within the school. Lessons were taught through the Personal Development and Health curriculum. These values are also followed up at assemblies. The 5 key components are: Getting Along, Organisation, Persistence, Confidence and Resilience. These keys are vital for students to be successful learners.

National partnership programs
Kootingal Public will take part in this program in 2011.

Progress on 2010 targets

Quality Teaching and Learning
Our achievements have included:

- Increased use of technology in classrooms with the use of smart boards.
- Laptops being borrowed more frequently leading to greater engagement of students.
- More explicit teaching and communicating the expectations to students. This is an area that needs to be extended K – 6 with the aim of each lesson clearly written up at the start of the lesson and reviewed briefly at the conclusion of each lesson.
Targets for 2011

Target 1
Increase teacher capacity to bring about improved outcomes for all students through the use of Professional Teaching Standards.

Strategies to achieve this target will include:
- Inclusion in the National Partnership Reform Initiative Schools Program in 2011 and will involve additional Professional Development for all staff.
- The appointment of a Highly Accomplished Teacher to work with staff to improve pedagogy.
- All staff will train in “Focus on Reading”. This program takes staff through all the components of teaching reading and provides a number of practical strategies to assist students.
- More dialogue between stages to identify quality pieces of work and providing a better variety of challenging tasks for the more able students.

Our success will be measured by:
- Improved data from NAPLAN and across stage testing with more students achieving in proficient bands.
- Students taking a greater responsibility for their learning by being aware of the expectations.
- Students able to articulate what they are expected to learn in each lesson and how successful they have been in achieving the outcome.

Target 2
Improve students’ capacity to write effectively for a wide range of purposes.

This target is being carried over from 2010 because although we had growth in Year 5 NAPLAN, our Year 3 NAPLAN results were lower than expected. With the change of text moving from Narrative to Persuasive text it was felt we needed to consolidate and focus on the new text from K – 6 as well as consolidate all other text types.

Our achievements have included:
- Improved NAPLAN data for year 5
- All classes from K – 6 given a greater opportunity to write more often resulting in better quality work.
- Criteria Based Assessment used in writing in conjunction with consistent Teacher Judgement of writing samples.

Strategies to achieve this target include:
- Analyse the areas from NAPLAN and other across stage assessments to identify problem areas in writing. Focus on these at stage meetings and discuss strategies from NAPLAN to address these areas.
- Highly Accomplished Teacher (HAT) to visit classrooms to support teachers in the teaching of writing. Ensure that the more able students are being catered for with challenging tasks.
- Give greater emphasis to spelling and grammar when writing. Ensure that these areas are being explicitly taught.
- Implement Criteria Based Assessment for all stages for persuasive text.
- Continue to compare writing samples across the stages using matrixs and CTJ.

Our success will be measured by:
- Significant growth in writing in NAPLAN Years 3 and 5 and in results across the school.
- Use the continuum (aspects of writing) K – 2 to check growth/improvement in students.
- Improved spelling and grammar results in NAPLAN and in stage tests.
- Increased numbers of students in the top two bands in all areas of literacy.
- Fewer students in the lower two bands in writing, spelling and grammar.
Target 3

Improved student outcomes in numeracy

Again this is an area of concern and will be carried over to 2011.

Strategies achieved to date include:

- Implementation of the Go Maths program from K – 4. Teachers are pleased with the program although have struggled to fit all the content in and will be looked at in stage meetings.

- More time devoted to Maths generally. Interruptions have been limited and Maths lessons made up if time is lost.

- Improved results for year 5 NAPLAN Data, Measurement, Space and Geometry, however year 3 numeracy results were overall disappointing.

- Staff will be involved in an NAPLAN item analysis break down and the focus will be on the specific areas where a large proportion of students are experiencing trouble. This will be completed on the final professional development days in term 4 ready for implementation in 2011.

- Students with specific deficiencies will be referred to the STLA Program for follow up.

- Go Maths will be implemented into year 5 in 2011 and year 6 in 2012.

- Best Start data will be monitored by Kindergarten, year 1 and 2 teachers to ensure all students are making the expected progress. Those not making the expected growth will be referred to the STLA program.

- Maths results from across stage tests will be monitored more closely and our Highly Accomplished Teacher will play an important role in supporting teachers achieve the outcomes.

- Extend the more capable students by setting more challenging tasks.

Our success will be measured by:

- The increased numbers of students achieving in the top two bands by 5%.

- Fewer students in the bottom two bands in all areas of Maths.

- Improved results across the school in stage tests with more students achieving an outstanding or high level of achievement.

Key evaluations

Educational and management practice

It is a requirement for all public schools to conduct at least two annual evaluations each year - one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations in Management of technology (infrastructure) within the school and the curriculum side of Technology.

Technology education

We elected to evaluate Management of Technology within the school because of future planning and the purchase of new equipment. We needed to review our three year plan. Staff were surveyed to find out how comfortable they are with the direction we have taken and to gather input for future plans.

Findings from the staff surveys.

Please prioritise the order in which classes will receive a smart board.

The plan is to put one in every room but funds do not allow this to happen immediately and will be a three year plan.

The consensus was

1. Senior room because more research is required.

2. Shared mobile smart board in the kindergarten and year 1 room. Because this is a mobile system it can easily be moved from room to room. (They are more expensive)

3. The present 4/5 room followed by another mobile board in the second kindergarten room.
What frustrates you most about the infrastructure?
- Access to computers
- Not enough to go around, students have to share and they get frustrated.
- The age of the computers make them unreliable. They freeze – this mainly applies to the classroom computers
- Internet access. All classes need the internet connected and reliable.
- Classrooms need to be better equipped eg printers needed and Microsoft word wanted on classroom computers.
- Printers in rooms so that we get work back straight away instead of having to go to staff room or library.
- Internet access too slow.
- Make sure laptops are shared fairly; some people get to use them more than others.
- The age of the computers means lesson time is wasted when they don’t work.

What resources/priorities would you like to see purchased.
- More laptops, the current ratio of laptops is 1 to 8 students and desk tops is 1 to 7 students.
- Printers
- Enough computers for students to have one each when researching or doing project work.

What have been the advantages and disadvantages of teaching using the smart boards?

Advantages
- Excellent resource opens up the world.
- Exciting way to learn especially for the visual learners.
- Love it, can’t imagine life without it.
- The students are so switched on to learning because it engages them with up to date content. Great for discussions.
- Instead of explaining how things work I can bring it up and the students can see it e.g. How the heart works.
- The forums have been great.
- Staff happy to share their expertise and have been more enthusiastic about teaching certain KLA’s.
- Helps behaviour of students, keeps them more engaged.

Disadvantages
- Notebook software is still a bit of a mystery.
- Lack of deeper technical knowledge when things go wrong (trouble shooting)
- It does not take the place of good teaching; it is a resource and takes time to get the best out of it e.g. training for staff.

What concerns do you have in managing technology?
- Lack of knowledge in how things are to be looked after.
- Too much knowledge for some, too little for others
- Trolleys go too far and this is not good for the computers but I do not have a solution to make sure everyone has access to them.
- Malfunctioning technology.

Is there anything else you would like to comment on in terms of managing technology?
- Feeling of inadequacy in using them. The information and training can be overwhelming.
- Can we have a committee to ensure access and equity when decisions are made regarding new purchases?
- We do appreciate the support we get but Anne is very busy, maybe someone else is available to help eg Shaun or skilled parents.
• RFF could be teaching the skills. I try to fit them in but very pushed for time. I know the skills need to be explicitly taught and then implemented into the curriculum. I think we tend to skip an important step.
• Need ongoing training a bit at a time. What we had earlier in the year was great.

Future Directions.
• The formation of a committee to share decision making and to address concerns. This committee will also be involved in the planning of future directions.
• Purchase of two new smart boards to go into the rooms that have been prioritised.
• Purchase of more laptops through fundraising.
• Consider additional printers.
• Look at the access to laptops and equity.

Curriculum
This section was to do with the actual teaching and learning incorporating technology and how students felt. We also asked for some background information to see how many students were using technology in their everyday lives.

<table>
<thead>
<tr>
<th>Question</th>
<th>K-2 %</th>
<th>3-7 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you own an I-pod?</td>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td>Do you own a mobile phone?</td>
<td>33</td>
<td>59</td>
</tr>
<tr>
<td>Do you have a computer at home that you can use?</td>
<td>89</td>
<td>97</td>
</tr>
<tr>
<td>Do you have a face book account of your own?</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>How often do you use the following at home</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Email?</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Games</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>Internet</td>
<td>40</td>
<td>83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Face book, Twitter or similar</th>
<th>K-2 %</th>
<th>3-7 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times a week do you use the internet</td>
<td>7 days</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>5/6 days</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3/4 days</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>1/2 days</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Not regularly</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you rate your skills in the following?</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>Excellent</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Very confident</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Can’t do or do not use</td>
<td>65</td>
</tr>
<tr>
<td>Locating information</td>
<td>Excellent</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Very confident</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Can’t do/ can’t do not use</td>
<td>59</td>
</tr>
<tr>
<td>E-mailing and attaching documents</td>
<td>Excellent</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Very confident</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Can’t do/ can’t do not use</td>
<td>93</td>
</tr>
<tr>
<td>Power point presentations</td>
<td>Excellent</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Very confident</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Can’t do/ can’t do not use</td>
<td>100</td>
</tr>
</tbody>
</table>

Has the Interactive white board changed learning for you? If so how?
• Yes 78%
• More fun
• Quicker to find information
• The educational games are fun and we learn more
• Helps visual learners
• Good reference source

Does your class take part in forums/blogs?
• 45% yes
• The advantages are that you can see what people think because everyone gets a go.
• They improve your typing skills because Mr Clare makes us reply by writing our opinions.
• You get to know the topics better.
With the connected classroom we can reach out to other schools etc how have you found this?

- It is great being able to talk to students in other countries and hear directly what it is like in their schools.
- Linking with the author was great because it helped us see how they come up with ideas in their writing.

If you could improve something in technology what would it be?

- Better laptops
- One each when we are working on them
- Faster internet it is frustrating waiting.
- Unblock suites
- Computer problems when Mrs Doak is away and no one else can fix them.
- An interactive white board in every room

Does your class use digital cameras?

- 61% yes.
- Need more one between two would be good.
- Problems with not enough to go around so only use them for special occasions and not everyone gets a turn

Is there anything else you wish to add?

- Computers too old and freeze too often
- Too slow to connect
- Not enough in the classrooms that work
- A server that can handle all classes logging on with our own number because some students steal your work/ideas.
- Coloured ink in some printers for producing special work
- Printers in classrooms
- More Smartkiddies maths
- Apple e-book
- Projector for the hall and classrooms without a board
- Fix and test computers
- Classroom computers in K/1 are very old.

**Future directions**

It is obvious that our computers are getting old and this is presenting some problems in terms of breaking down, time taken to connect and not enough to go around so every student can work independently.

The skill level of the students is also a concern and supports what the teachers are saying about time being the issue when it comes to teaching the actual computer skills.

It was interesting to note that 93% of students at Kootingal have access to a computer at home. We needed to know how many are connected to the internet.

It is very obvious that the installation of the interactive white boards has been popular with both teachers and students with all agreeing that it has made teaching and learning more fun and engaging.

The committee now needs to be formed and these results need closer attention before our three year plan is developed.

**Parent and Student satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

**Parent Survey Results**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides a safe learning environment</td>
<td>81.8</td>
<td>9.41</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child gets teased at school</td>
<td>45.5</td>
<td>18.2</td>
<td>27.3</td>
<td>27.3</td>
<td>9.1</td>
</tr>
<tr>
<td>My child gets bullied at school</td>
<td>9.1</td>
<td>27.3</td>
<td>27.3</td>
<td>27.3</td>
<td>9.1</td>
</tr>
<tr>
<td>The teachers at my school</td>
<td>72.7</td>
<td>27.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neither agree or disagree</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------------------------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>The teachers at my school encourage my child</td>
<td>72.7</td>
<td>27.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers at my school help students with learning difficulties</td>
<td>63.6</td>
<td>36.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers manage behaviour well at my school</td>
<td>54.5</td>
<td>36.4</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers are fair when dealing with behaviour</td>
<td>36.4</td>
<td>45.5</td>
<td>9.1</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>There is good communication between the school and parents and carers</td>
<td>54.5</td>
<td>36.4</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff are approachable</td>
<td>81.8</td>
<td></td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The front office deals with concerns about my child</td>
<td>72.7</td>
<td>9.1</td>
<td>9.1</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>The school has a good reputation for learning</td>
<td>81.8</td>
<td>18.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has high expectations for my child</td>
<td>45.5</td>
<td>45.5</td>
<td>9.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school rewards student success</td>
<td>72.7</td>
<td>27.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school delivers on what it plans</td>
<td>27.3</td>
<td>72.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Survey Results**

<table>
<thead>
<tr>
<th>Question</th>
<th>127 students</th>
<th>Don't know or not applicable</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at school</td>
<td>0.8</td>
<td>56.7</td>
<td>35.4</td>
<td>5.5</td>
<td>0.8</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>I get teased at school</td>
<td>2.4</td>
<td>5.5</td>
<td>21.3</td>
<td>15.7</td>
<td>25.2</td>
<td>29.9</td>
<td></td>
</tr>
<tr>
<td>I get bullied at school</td>
<td>1.6</td>
<td>3.9</td>
<td>23.6</td>
<td>8.7</td>
<td>22.8</td>
<td>39.4</td>
<td></td>
</tr>
<tr>
<td>The teachers provide interesting lessons</td>
<td>0.8</td>
<td>37</td>
<td>42.5</td>
<td>12.6</td>
<td>3.9</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

**Professional learning**

Teacher professional learning funds are provided to assist with professional learning and leadership opportunities for staff.

The school’s professional learning plan and school management plan were closely aligned. The total expenditure was $8858 which equates to $739 per staff member.

Our training focus was on reading with our ‘Focus on Reading’ program and this will continue into 2011.

The majority of funding was spent on course fees, teacher relief to attend courses and a small amount on teacher resources.
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.

Mrs Kaye Lewis, Principal
Mrs Cheron Mort, Assistant Principal
Mrs Nicole Jones, Assistant Principal
Mr Paul Greentree, President of School Council
Mrs Kathy Thompson, Member of School Council
Mr James Thompson, President of P & C

School contact information

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School Code: 2327

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: