2009 Annual School Report
KOOTINGAL PUBLIC SCHOOL

NSW Public Schools – Leading the way
Principal’s message

Educating our students for the future is certainly a challenge but at the same time exciting. This year three more classrooms have had interactive whiteboards installed and already the teachers are excited about the endless possibilities for planning engaging lessons to stimulate, challenge and extend students’ knowledge of their world in a supportive environment.

Our emphasis continues to be on quality teaching and learning, particularly in literacy and numeracy but also to ensure we provide a variety of opportunities where students can experience and develop their skills in areas such as creative and performing arts, sport and leadership. Personal effort and achievement is acknowledged through our awards system so that students feel valued and their efforts rewarded.

Through our ‘You Can Do It’ program and peer support lessons students are encouraged to care for and respect the rights of others, take responsibility for their own learning, take pride in themselves and their school and to build positive relationships with one another.

Kootingal Public School is an innovative school set in vast attractive grounds and has developed a fine reputation for environmental education.

At the beginning of the year we welcomed Mr Shaun Ramadge who took up a teaching position for the first time after graduating from Newcastle University. Mr Clare returned in term 2 after relieving as principal of Nundle Public School. Overall we have had a very successful year with some outstanding student achievements and after wishing for a hall for many years finally this year it started to happen. Our school was fortunate enough to be the first New England school to receive a hall through the government BER project. It is due to be finished by March next year. Peter Draper and Tony Windsor visited our school and helped turn the first sod.

Each year the school evaluates all Key Learning Areas, other significant programs and analyses NAPLAN results and school based data. This helps determine our priorities for the following year. We value the feedback we receive from parents and community members as shared decision making ensures our school continues to improve and serve its local community.

Finally thank you to the many volunteers who give up countless hours to ensure our students have an attractive, well resourced school in which to learn.

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

School Council message

Another busy year has slipped by and again thanks to the many people involved with our school it has been a very happy and productive year. As this is my first year as president of the school council, I would like to thank all the people who gave up their time to help out around the school because without you we would find it impossible to achieve everything we set out to do.

A special thank you to those involved in the school council, who have this year been of great assistance. We have had great input from our parent representatives and I encourage everyone to talk to the council members if you have any concerns or ideas that you would like put to the council. This input is vital for us to continue to build an even greater school for our children. Next year we move into a new era with the completion of our new school hall. This will be a tremendous addition to our school and a great asset for the community. We also start the roll out of the new sports uniform and a number of new learning initiatives implemented by the staff who are dedicated to bringing our children the best possible learning programs. 2010 is already shaping up to be a very busy but exciting year. On behalf of the school council I would like to wish everyone a happy and safe Christmas and all the very best for 2010. I look forward to working with the staff and parents to make it one of the best years ever.

Paul Greentree
President of the School Council
Parents & Citizens report

The 2009 school year has been a very busy, challenging and noteworthy time for the KPS P&C.

AGM

After the AGM we were left without a candidate to fill the president’s role; however the P&C functioned to support the school as normal. This was a credit to all involved. Eventually we were lucky enough to have someone come forward to fill the secretary’s position and allow me to take on the president’s role.

On behalf of the school and the P&C I would like to thank the past members of the executive, for their dedication and many hours of hard work.

Sports Uniform

The most significant challenge and achievement this year has been the changes made to the sports uniform. As the current uniform had been in existence for many years it was felt an update was overdue to make the uniform more identifiable and functional. This was an extremely laborious task as we reviewed the old uniform, sourced garments from a number of suppliers, consulted the students, displayed the options and finally selected a new, more modern and vibrant sports uniform. I commend the school community for their positive contributions to what could have been a controversial project. Thank you to the clothing pool coordinator and the committee for the many hours dedicated to this task and I am sure the result made all the hard work worthwhile as we have a sports uniform to be proud of.

Fundraising

This year the P&C was able to contribute over $3500 to the school, $1500 of which went towards the purchase of class readers. This was made possible through numerous fundraising events such as raffles and the karaoke night. The P&C canteen sub-committee also contributed $2000. This is a considerable contribution and a proud achievement for those on the committee, and the canteen volunteers who help out all year. This profit allowed the school to purchase new home readers and other teaching resources for the classrooms.

2010

The new school year will bring with it some new challenges. When the new hall is completed early next year funds will be needed to complete the hall as well as the purchase of three more smart boards so every classroom will have their own and a replacement program for the school laptop computers will also be implemented.

Thank you

Thank you to everyone who contributed to the KPS P&C this year. Thanks to the executive, both past and current, the various sub-committees, clothing pool and canteen coordinators, donors, sponsors, the teachers and especially those who catered for the many morning teas and other functions throughout the year.

James Thompson – P&C President

Captain’s report

2009 has been a great year full of exciting experiences for both Jesse and me. The induction of the school captains, vice captain, and the SRC was both exciting and extremely nerve racking! It was great to be able to share this celebration with our parents.

We attended the Anzac Day dawn service in Tamworth where we lay a wreath to show our respect for the people who died while fighting overseas for our country. We were also proud to lead the school in the march on Anzac Day at Kootingal.

During Education Week Mrs Mills, Mrs Jamieson, Mrs Caslick and Sophie Heeney were chosen to receive awards at the Education Week awards held at Oxley Vale Public School. These awards were in recognition of the contribution these people have made over a number of years at Kootingal Public School.

This year we held our book week celebrations together with national literacy and numeracy week. For book week we had to dress up as a character from a book and there were some amazing costumes. For national literacy and numeracy week we took part in an activity called ‘Reach for the Stars’ based on the letters found in names.

Other fund raisers this year have included a milk shake day, walkathon and bandana day. The money raised will be distributed between the school and some charities selected by the students.

This year has been a rewarding year as we have been lucky enough to take part in a number of activities and experience real leadership.

We will miss Kootingal and the teachers. Good luck to the students in year 6. We hope the school captains of 2010 will enjoy the experience as much as we have.

Jesse Flemming and Sophie Heeney
School Captains
School context

Student enrolment profile
We began the school year with 186 students (88 boys and 98 girls.) We finished the year with an increase to 195 students (93 boys and 102 girls).
Whilst this enrolment looks quite steady, term 3 started with 11 new enrolments however, we also lost students when parents were forced to move to other centres to gain employment.
12.3% (24) students identify as Aboriginal and 6 students received special needs funding.
We had 8 classes, 5 composite and 3 straight classes.

Student attendance profile
Student attendance has remained consistent over the past five years and is in line with state average.

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>Year</th>
<th>2006</th>
<th>2007</th>
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<th>2009</th>
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<td>K</td>
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<td>92.7</td>
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<td>94.0</td>
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Management of non-attendance
Regular attendance at school is essential for students to maximise their learning. Students who do not attend regularly are closely monitored and parents are requested to put in writing the reasons for their child’s absences. In some cases these children are referred to the Home School Liaison Officer for follow up.
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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tr>
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<tr>
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<td>12</td>
<td>18</td>
</tr>
<tr>
<td>1JH</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1/2 C</td>
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<td>6</td>
<td>19</td>
</tr>
<tr>
<td>2/3 WM</td>
<td>2</td>
<td>10</td>
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<tr>
<td>3/4 R</td>
<td>3</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>16</td>
<td>28</td>
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</table>

Staff information
Position                  Number
Principal                 1
Assistant Principal(s)    2
Classroom Teachers        6
RRF Teachers              .336
Teacher of Mild Intellectual Disabilities .5
Teacher of Reading Recovery .4
Support Teacher Learning Assistance .4
Teacher Librarian          .4
Teacher of ESL             .1
Counsellor                .1
School Administrative & Support Staff (SASS) 2.1
Total                     12.836

School Administrative and support staff
We have a fulltime 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.

Staff retention
At the start of this year Mr Ramadge was appointed to replace Mrs Smith who retired during 2008. Mrs Mort was appointed to replace Miss Murphy who married and transferred to a school in Sydney. Mr Clare relieved at Nundle during 2008/2009 and returned at the beginning of term 2 to replace Mr Stephens. Mr Stephens was a casual teacher who was offered work at Tamworth West Public School.

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>50</td>
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<tr>
<td>Postgraduate</td>
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</table>

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

30/11/2009

Income
Balance brought forward 94856.76
Global funds 104482.96
Tied funds 60034.57
School & community sources 40483.97
Interest 4090.10
Trust receipts 10653.60
Canteen 0.00
Total income 314601.96

Expenditure
Teaching & learning
  Key learning areas 27390.45
  Excursions 17289.45
  Extracurricular dissections 12356.18
Library 8703.73
Training & development .00
Tied funds 100375.05
Casual relief teachers 16711.07
Administration & office 18880.30
School-operated canteen 0.00
Utilities 16494.23
Maintenance 3878.09
Trust accounts 8582.05
Capital programs 8199.36
Total expenditure
Balance carried forward 75742.00

A full copy of the school’s 2009 financial statement is tabled at the annual general meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance

Creative Arts
Kyle Rafferty visited the school and instructed students in years 4-6 in circus skills. At the end of the day the students got to perform in front of an audience. It was a lot of fun however the students realised it was much harder than it looked.

- Every Tuesday morning 12 students participate in guitar lessons instructed by Mr Garry Lee.
- Due to the success of music and dance lessons in 2008 the students were organised into small groups and rotated around a number of activities. We did manage to uncover some amazing talent.

Sport
- For the first time all classes took part in the Premiers Sporting Challenge which involved keeping track of the minutes each week spent on physical activity. This took place over a ten week period. As a result our four junior classes received a gold certificate and each of the senior classes were awarded a silver award. All students who took part received a certificate. Four students received the highest diamond award, having achieved a minimum 240 minutes each week The aim of this program was to promote the benefits of regular physical activity at school and at home.
- 7 senior students took part in the Premier’s Sporting Challenge ‘Learning to Lead Program’. These students spent two days learning about leadership, the rules of minor games and how to organise activities suitable for junior students.
- A daily fitness program operated throughout the school ensuring our students remained fit. A grant of $1400 was obtained for a fitness trail consisting of a number of stations, allowing students to improve their level of fitness, strength and flexibility.
- Weekly sports session involved skills based instruction in water safety, athletics, fundamental movement skills and minor games. Students in 3-6 also rotated around a number of sports including tennis, volleyball, hockey, football (soccer), touch, golf and softball.
- Visiting coaches from Football and Rugby League conducted clinics for students in 3-6. Each class had two 40 minute sessions which emphasised fun and teamwork.

Carnivals and student achievement
- Successful swimming, athletics and cross country carnivals were held during the year with a number of outstanding performances.
- Twenty two students represented the school at the zone swimming carnival and Georgia Taggart was named junior girl champion. From the regional carnival two students Georgia Taggart and Bradley Goodridge qualified in backstroke and participated at the State carnival held in Sydney.
- A team of twenty eight competed at the zone cross country with the 11 years team of Daniel Kaluza, Joshua Fields-Waddington, Douglas Pianta and Bradley Goodridge winning the team event for their age. Ella Heeney finished first in the 8/9 years and Sophie Heeney finished 2nd in the 12 years event. Maddie Cocking, Tim Corbett, Ella and Sophie Heeney qualified for the regional carnival held in Coolah. Outstanding performances from Ella and Sophie gained them a place on the regional team at the State carnival which was held at Eastern Creek in Sydney.
- Twenty five students qualified for the zone athletics carnival with Jamie Blackler being named joint junior girl champion. Jamie and six other students, Douglas and Kate Pianta, Ella Heeney, Georgia Taggart, Daniel Kaluza and Hayley Corbett were selected to go onto the regional carnival. From the Regional Carnival Kate Pianta and Jamie Blackler qualified for the state athletics carnival.
- Sophie Heeney represented the North West Region for girls Soccer and Daniel Kaluza for Rugby League.
**PSSA Knockouts**
This year we entered teams in cricket, football, netball, rugby league and touch.

For the first time we entered four teams into the touch gala day. This was a very well organised day and gave a number of students who do not usually play touch a chance to represent the school. We had mixed results on the day but the overwhelming feeling was it was a great opportunity and lots of fun.

**National Competitions**

**ICAS results**
Each year students elect to sit for ICAS tests which are conducted in a number of key learning areas. Students from public and private schools sit these tests which are considered quite challenging. Valuable feedback is given in terms of how students perform against students of the same age. Certificates are awarded based on merit.

These students performed well.

**Science:** Distinction – Caitlin Barber,
Credit – Jesse Flemming, Douglas Pinata,

**Computer Skills:** Credit - Caitlin Barber, Braedyn Brown, Andrew Jamieson

**Writing:** Distinction – Erin McMullen,
Credit - Teagan Corbett

**Spelling:** Distinction - Braedyn Brown, Jesse Flemming,
Credit - Taylor Johnston, Cameron Johnston

**English:** Credit: Jesse Flemming, Caitlin Barber,

**Mathematics:** Distinction: Jesse Flemming
Credit: Douglas Planta, Andrew Jamieson, Lincoln Williams, Brendan Hobden, Matthew Baldwin,

**Grandparents day**
Once again we had a large number of grandparents for our annual grandparent’s day.
Some classes took the opportunity to show off their ICT skills using the laptop computers. The grandparents were also amazed to see the classes using the interactive whiteboards and commented on how much fun the children were having learning. Other classes took the traditional approach to learning and had grandparents listen to them read and help with their writing tasks. This was followed by an assembly where a number of class items were performed. Finally the morning ended with morning tea.

**Student of the month**
Each month at our formal assembly one student is recognised for their outstanding contribution to the school. This award can be given for a number of reasons such as; being a caring and thoughtful student who speaks up for others, one who goes out of their way to keep our school looking neat and tidy, taking an active role in extra curricula activities and promoting the school in a positive way, or for a good all round student who sets a good example for others.
This year these students have been recognised: Hannah Loftus, Cody Roberts-Stevens, Sarah Knight, Cody Prendergast, Danni Seabrook, Tameka Frewen, Taylor Johnston and Emily Thompson.

**Victorian fire appeal**
Earlier in the year we raised $1020 through donations and a cake stall to help the Flowerdale community in Victoria after the devastating bushfires destroyed most of their community. Whilst the school was saved most of the community lost their homes and all their possessions. The Kootingal community rallied and generously supported this fundraising effort. The principal of Flowerdale sent us a letter thanking us for the donation and reporting that the children at Flowerdale were coping well. We wish them well in their recovery.
Education Week Awards.
During Education Week we were able to recognise a number of people who have made a huge contribution to our school. Mrs Jenny Caslick has been our Senior School Manager for seven years and is the first person you see when you visit the school. Jenny is always helpful and cheerful and ensures everyone is well looked after. Jenny’s award was for an outstanding staff member.
Mrs Merryn Mills and Mrs Janet Jamieson have both held executive positions on the P&C and have worked hard to raise much needed funds for the students. Their award recognised their outstanding contribution to our school over many years.
Sophie Heeney, our school captain, was recognised for her leadership, academic performance and sporting achievements.
Mr James Mills was recognised for his contribution as President of the School Council, particularly for the work in establishing a ‘Before and After School Care Centre.’
Mrs Trish Robinson has been our school cleaner for more than eighteen years and does a wonderful job in ensuring our classrooms, playground and toilets are kept clean. Her supervisors always comment on what a terrific job she does and we agree.

Easter Hat Parade
To celebrate Easter the children were asked to make an Easter hat. Each class had a turn to show these off and this was followed by an Easter egg hunt.

Peer Support
The senior students have taken a leading role in our peer support lessons on Friday afternoons. Each lesson focused on a particular social skill with discussion and activities conducted in small groups or tribes. The lessons were in support of the ‘You Can Do It Program’ based on the five keys of being organised and ready to start work, getting along well with others, being persistent and brave enough to take risks with learning, developing resilience when things do not turn out as expected and being confident learners. This program gave our senior students the opportunity of developing leadership skills especially when it came to getting younger students to cooperate and contribute to discussions.

Tidy Town’s competition
This year we were named runner up in the Tamworth Tidy Towns competition. The tidy towns’ competition is not just based on tidy gardens but considers sustainability such as recycling, mulching and learning about composting. The judges were impressed with our vegetable garden and the way we value our water by having buckets in the bubblers so the water is not wasted but poured onto plants around the school.

Building Education Revolution
What a lot of changes we have seen this year through the Federal Government’s stimulus package known as the Building Education Revolution. The long awaited school hall is such a bonus and will make a huge difference to teaching and learning and of course for conducting social events. We eagerly await its opening at the end of March 2010.
The security fence, an additional two interactive whiteboards and modifications to the front office have all been possible thanks to federal funding. The junior toilets have been upgraded and painting is underway. This was made possible through the regular DET maintenance cycle.
**Premiers Spelling Challenge**
All students from years 3-6 participated in the Premier’s Spelling challenge. The finalists from each class then had a spell off in front of the school to find our champion spellers. Braedyn Brown and Brodie Steele were our junior champs while Sophie Heeney and Jesse Flemming won the senior section. These four students then went on to compete in the Regional finals held in Armidale.

**Chess Competition**
The lunch time chess competition in the library attracted a number of keen players all striving to be the school chess champion. Cameron Johnston took out the first competition while Josh Fields-Waddington won the second series. This year we sent two teams to the inter-school competition and the team consisting of Cameron Johnston, Jesse Flemming and Josh Fields-Waddington won the competition. Our second team of Nikki Lye, Alex Thompson and Jayden Harris finished 6th which was also a commendable result as there were 30 teams participating. Both teams enjoyed the experience and the winning team earned the right to compete in the finals in Sydney.

**National Tree Day**
Each class celebrated the importance of tree day by planting shrubs and trees which will be transplanted to the front of the school when the pine tree is removed and the beautification plan is started early in 2010.

**Premiers Reading Challenge**
As part of the library program the students have been encouraged to participate in this challenge. 161 students began the challenge with 95 completing it, having read all the required books. All the students who started did have a number of books listed on their card even though they did not finish the challenge.

**ANZAC Service**
Flight Lieutenant Parsons from the Flight Academy was our guest speaker at our annual ANZAC Day service conducted at school prior to the holidays. 55 students marched for the school at the local Kootingal March. This was a commendable effort because ANZAC Day fell during the school holidays. Sadly it was the last chance for the members of the Junior Red Cross to march in their traditional capes and veils as this organisation no longer exists.
**Book week**
This year we combined book week with National Literacy and Numeracy Week. A book fair was held in the library and students had the opportunity to come dressed as their favourite book character which coincided with the assembly where the students showed off their costumes. All classes participated in ‘Reach for the Stars’ which was a national numeracy challenge where students recorded data based on their names and the frequency letters were used.

**STLA**
A total of 66 students from stages 1-3 were involved in the support program. The focus was on reading, writing and number. A number of students were able to exit the program throughout the year as they reached the appropriate benchmark for their stage.

**Reading Recovery**
Reading Recovery has been running in our school for 13 years. Students who are fortunate to be selected for this program receive an intensive ½ hour one on one lesson each morning to enable them to reach the average reading level for their year. This year eight students completed reading recovery instruction. In semester one, three students exited the program reading at level 16 or above. One student was referred off at level 8 and received additional assistance from our learning support teacher. In semester two, three students exited the program at reading level 18 or above and it is expected that the 4th student will leave the program reading at level 16 or above. Each student finishing the program received a book to recognise the effort they have put in.

**Information Communication Technology**
This year has seen major advances in integration of ICT into teaching and learning. There are now 5 interactive whiteboards installed in the school. The library has an Interactive White board and video conferencing facilities as part of the connected classroom program. Classes across the school have been involved in a number of video conferences with other schools. There is also a wireless network set up around the school and with our laptop computers this gives all classes the opportunity to integrate technology into teaching and learning. Staff have had their ICT skills updated through training and development. Four teachers participated in additional training and will train other members of staff in the use of software to enhance their teaching and the engagement of students.

**New additions to our school**
This year we have seen the arrival of 6 chickens and 2 calves. The chickens have been lovingly cared for and named by our year 6 students and have been very well fed. The calves generously donated by Greg Lye are helping us keep the back paddock under control. The calves are very popular and are being looked after by year 4 students. Our vegetable garden continues to be popular with all classes having their own plot to look after. It is amazing how many students try new vegetables when they have had a hand in growing them.
Aboriginal education
The school provides programs designed to improve the learning outcomes for Aboriginal students. We also ensure students learn about Aboriginal history, culture and contemporary Aboriginal issues through Human Society and Its Environment.

Multicultural education
Kootingal acknowledges and develops understandings of cultural differences through Human Society English and Its Environment and the Personal Development strand of the PD/H/PE syllabus. Teaching practices are culturally inclusive and students are encouraged to share the differences in their cultural beliefs with others so all students are able to respect similarities and speak with more knowledge about the differences.

Respect and responsibility
These core values are an integral part of our school culture and students are expected to demonstrate these values. They are also reminded that everyone has the right to learn, have their opinions valued and feel safe at school. The school provides opportunities for students to celebrate important days throughout the year by attending the ANZAC Day service and acknowledging the importance of Remembrance Day as well as taking part in Harmony Day celebrations.

Life Education
Every second year, the students at Kootingal Public School have the opportunity to attend the Life Education Van and meet Healthy Harold. The Life Education Van teaches the students about personal health choices and safety, enabling them to make smart choices now and in the future. The specially equipped van enables the students to take part in interactive lessons.
### Academic

#### Literacy – NAPLAN Year 3

In National Assessment Program Literacy and Numeracy (NAPLAN) the results across the Years 3 and 5 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 the 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)

#### Year 3 Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG 2009</th>
<th>State 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y3 Spelling</td>
<td>400.8</td>
<td>405.6</td>
<td>423.9</td>
</tr>
<tr>
<td>Average mark, 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band Number in band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>4.4</td>
<td>0.0</td>
<td>26.1</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>4.6</td>
<td>11.9</td>
<td>15.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>3.3</td>
<td>9.2</td>
<td>12.8</td>
</tr>
</tbody>
</table>

#### Year 3 Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG 2009</th>
<th>State 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y3 Writing</td>
<td>409.0</td>
<td>410.3</td>
<td>423.5</td>
</tr>
<tr>
<td>Average mark, 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band Number in band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>4.4</td>
<td>0.0</td>
<td>21.7</td>
</tr>
<tr>
<td>School average 2009</td>
<td>2.5</td>
<td>2.5</td>
<td>22.2</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>4.2</td>
<td>4.8</td>
<td>17.4</td>
</tr>
<tr>
<td>State average 2009</td>
<td>3.2</td>
<td>4.5</td>
<td>13.9</td>
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</tbody>
</table>

#### Year 3 Punctuation & Grammar

<table>
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<th>State 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y3 Punctuation &amp; Grammar</td>
<td>425.7</td>
<td>410.5</td>
<td>426.7</td>
</tr>
<tr>
<td>Average mark, 2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band Number in band</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>8.7</td>
<td>0.0</td>
<td>13.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>6.7</td>
<td>9.2</td>
<td>13.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>5.6</td>
<td>7.0</td>
<td>11.1</td>
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</table>
Y 3 Reading
Average mark, 2009
410.4 407.2 423.7
Skill Band Distribution
<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
<th>School average 2007 - 2009</th>
<th>LSG average 2009</th>
<th>State average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>4.4</td>
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<td>17.9</td>
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<td>22.7</td>
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<tr>
<td>5</td>
<td>4</td>
<td>17.4</td>
<td>21.7</td>
<td>23.1</td>
<td>24.9</td>
</tr>
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<td>6</td>
<td>5</td>
<td>21.7</td>
<td>9.6</td>
<td>17.4</td>
<td>21.7</td>
</tr>
</tbody>
</table>

Reading continues to be our strongest area in both Year 3 and Year 5

Y 5 Spelling
Average mark, 2009
464.1 480.3 503.0
Skill Band Distribution
<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
<th>LSG average 2009</th>
<th>State average 2009</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0.0</td>
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<tr>
<td>4</td>
<td>7</td>
<td>20.0</td>
<td>15.4</td>
<td>11.0</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>51.4</td>
<td>24.2</td>
<td>19.7</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>14.3</td>
<td>28.6</td>
<td>27.4</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>11.4</td>
<td>19.0</td>
<td>24.3</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2.9</td>
<td>5.8</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Spelling is a targeted area in 2010. Year 3 results are within state range, however Year 5 results were well below average.

Y 5 Writing
Average mark, 2009
458.1 472.3 491.6
Data table
<table>
<thead>
<tr>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
<th>School average 2007 - 2009</th>
<th>LSG average 2009</th>
<th>State average 2009</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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<td>9.7</td>
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<td>2</td>
<td>5.6</td>
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<tr>
<td>8</td>
<td>1</td>
<td>2.8</td>
<td>5.4</td>
<td>5.3</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Writing continues to be our weakest area although there has been a noticeable improvement in Year 3 and a slight improvement in Year 5
Grammar and punctuation has shown the most growth in both Year 3 & Year 5

Numeracy was strong in Year 3 but below average for Year 5 with the majority of students in bands 3 – 5
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.

At and Above Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>96</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>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Progress in literacy of students in years K, 1, 2, 4 & 6 (% of students in each band)

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>22</td>
<td>12</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>Sound</td>
<td>40</td>
<td>37</td>
<td>48</td>
<td>46</td>
<td>30</td>
</tr>
<tr>
<td>Basic</td>
<td>33</td>
<td>29</td>
<td>35</td>
<td>31</td>
<td>46</td>
</tr>
<tr>
<td>Individual program</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

Progress in numeracy of students in years K, 1, 2, 4 & 6 (% of students in each band)

<table>
<thead>
<tr>
<th>NUMERACY</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Sound</td>
<td>52</td>
<td>48</td>
<td>54</td>
<td>56</td>
<td>40</td>
</tr>
<tr>
<td>Basic</td>
<td>40</td>
<td>33</td>
<td>25</td>
<td>26</td>
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<tr>
<td>Individual program</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

The above graphs show progress made between Year 3 & Year 5 indicating a solid growth in reading and improved results in writing and numeracy.
Progress on 2009 targets

Target 1
Implementation of Quality Teaching and Learning strategies to enhance engagement and improve educational outcomes for all students.

Our achievements include:

- Improved data from classrooms identifying students on task. The data collected in 2008 averaged out at 56% engagement of students. This year the average has improved to 68%. Our overall aim at the end of the three year period is to reach 80%.
- Increased use of technology in all classrooms has contributed considerably to students’ motivation and increased time on task.
- Teachers are aware of the need to be more explicit in communicating their expectations to students.
- There has been a decrease in the number of students being recorded on RISC for not cooperating and doing their work in class.

Target 2
To improve students’ capacity to write effectively for a wide range of purposes.
This was always seen as a three year goal and will continue into 2011.
Our achievements include:

- Slight improvement in writing in NAPLAN results in both years 3 and 5.
- Improved writing results in all grades across the school.
- Teachers report that students are more enthusiastic and are less reluctant to attempt writing tasks.
- Teacher’s adopting Accelerated Literacy strategies successfully.
- Use of technology has increased the enthusiasm for writing.

Target 3
Incorporation of technology into effective classroom practice.
Our achievements include:

- The installation of two more white boards into classrooms.
- All classes making use of the interactive whiteboards to enhance learning.
- Improved quality and quantity of student work through the use of technology.
- Students have demonstrated improved computer skills and enthusiasm for research.
- Classes communicating with other schools using the video conferencing facilities.

Key evaluations
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 2009 our school carried out evaluations in the Peer Support Program and Mathematics.

Educational and management practice
Peer Support
Our peer support program has been operating for the past three years. To run this program takes a considerable amount of staff time to prepare each 30 minute lesson and between 30-40 minutes each week is spent taking the leaders through the lessons before they lead the session. Given this is a time consuming program to conduct we decided to find out if it was an effective use of time and resources.

Findings from the student surveys included:

- 51% of students liked going to Peer Support lessons
- Less than half the students (44%) found the peer support lesson content interesting.
- 88% said their leader was nice to them.
- 58% said their leader was not familiar with the lesson and what they had to do.
- 65% indicated they liked going to another classroom for their lessons.

Findings from the staff surveys included:

- There was too much content to fit into the time although the concepts being treated were excellent.
- The leaders were not always well organised. This was especially an issue when leaders had to be replaced. (The format needs to be simplified.)
- The leaders needed more training in how to handle other students.

Some of the positives were:

- The leaders gained valuable experience in leading peer groups. Some leaders were outstanding.
- The fact that buddies were together was a good way of strengthening this relationship.
- The students got to know other students in other grades.

When asked how Peer Support could be improved the most common answers were:

- Play more games, better lesson content, shorter lessons, better behaved students,

As a leader what did you learn?

- Kids don’t do what you ask them and don’t listen.
- I had to try and make sure all the group members were involved by asking them questions.
- I had to know what to do before the lesson started.
- It was much harder being a leader than I thought.
Future directions
- Look carefully at whether Peer Support operates again next year as it takes an enormous amount of organisation and about 40 minutes to run.
- The students think of peer support as a games session when it was designed to teach lessons from the ‘You Can Do It Program’.
- Next year we may need to revert to the teachers taking the lessons in class. This would save time and get the message across at the age appropriate level.
- There was a suggestion that some time be set aside next year for groups to get together with special projects to promote cooperation.
- There was the feeling that the leaders needed more training, however although the teachers of senior classes agree they can’t devote any more time to training due to the amount of time senior students are already out of the classroom.

Curriculum Mathematics
We chose to evaluate Mathematics because it was due as part of our regular cycle of evaluations, however in light of our recent NAPLAN results it was also a good opportunity to have a closer look at how Mathematics was being taught across the school. All students K-6 were surveyed as were all staff members.

The results of these surveys are as follows.

Student responses
- 75% of students indicated they like Maths.
- 48% said that Maths was their favourite subject, although this was more popular with students in K-2 than students in years 5-6.
- 71% said they were good at Maths and could do most of the tasks set by the teacher without much individual help.
- 71% of students said they like using the interactive whiteboard during lessons.
- 85% of students said they get regular Maths homework and of these 71% get help from their parents to complete it.
- 83% indicated that their teacher makes Maths interesting and that their teacher believes that they can do well in maths.
- 79% said that they felt comfortable asking for help and that their teacher helps them with activities when they need it and rewards them for their effort.

How do you learn best in Maths? The most common answers were;
- Working in small groups, playing games, seeing things explained on the interactive whiteboard, working with a partner and helping each other, practising on the computer, having a go at doing it on my own, when the teacher demonstrates how to do it a few times and having competitions against the other students.

How can Maths be improved?
- Most students couldn’t think of anything they would change except to play more games and do less work in text books or on sheets.

Staff responses
- 75% of staff members liked teaching Maths and were confident in teaching all aspects of maths.
- 100% said they did not have adequate time to cover all the areas well.
- 50% of staff indicated that the number of interruptions to Maths lessons impacted on their teaching and results.
- 75% admitted that they did not ask enough open ended questions due to time constraints.
- 70% liked the text book but felt pressured to fill it because parents had paid for it.
- 75% felt we needed more resources in class rooms to support the teaching of maths.
- The interactive whiteboards were very popular with staff that have them and said it had made teaching Maths more fun and relevant.
- 100% of teachers admitted they did not regularly incorporate Count Me In Too and Counting On strategies into their lessons.
- 100% indicated that they provide a variety of strategies so students can demonstrate their understanding of concepts.
- Only 30% regularly use higher order questioning techniques and Neuman’s Analysis.
- The teachers of Stage 3 expressed concern about the amount of content to be covered if students fell behind.

Future Directions
- In 2010 The ‘Go Maths’ program which incorporates Neuman’s Analysis, Count Me In Too/Counting On strategies will be incorporated K-4.
- Interruptions such as assemblies, PSSA games, and visiting shows wherever possible will not be held in maths time.
- All classes will teach Maths for a minimum of 1 hour and preferably 1 ½ hours per day.
- Students will be given more instruction in how to handle questions with a number of steps. (Neuman’s Analysis)
- Staff will be in-serviced in Neuman’s Analysis
Parent, student, and teacher satisfaction

Student school satisfaction
This year as part of the student /parent satisfaction requirement surveys were sent to all parents who had children in kindergarten. Overall the satisfaction was extremely high with 95% of parents indicating they were very happy with the school and the progress their child had made. Many parents singled out their child’s teacher for special praise.
The most common/popular answers are shown.

Why did you select Kootingal Public School for your child?
I heard it was a good school from other parents.
I already had a child/relative or friend there and all were happy with the school.
It has a before and after school care facility
We live here and I wanted my child to attend school with her friends
I went to the school and knew it was good.
I liked the size of the school, not too big or small, it has a friendly atmosphere.

Did you consider any other school?
Yes 33%  No 66%

Have your expectations been met?
Yes 80% Partly 17% No 3%

What things have you liked about Kootingal Public School?
Friendly, caring atmosphere with approachable teachers (this was repeated a lot)
Always made to feel welcome, boys have heaps of friends.
Miss Rummery is fantastic (a popular answer)

What things could be improved? This also included comments about programs that could be improved.
Nothing, I’m amazed how much he has learnt.
Don’t like the homework book
The awards system seems to be a bit one sided.
I would like a formal interview offered in term 3.
I would prefer to talk to the teacher about my child’s progress instead of just receiving a report.
The way Maths is taught with lots more hands on activities and no formal symbols used until later.
Children should be able to take a bottle of water into the classroom with them, even if it is not a clear bottle.
Teachers need to be more aware of new research in teaching and learning.
More scope for extending the more capable students.

Have you been happy with the progress your child has made this year?
Yes 100%

How do you find other members of staff including principal and office staff?
Friendly, approachable, happy to assist, easy to talk to, pleasant, haven’t really had much to do with other staff.

Would you recommend the school to other parents?
Yes 84% Probably 16%

Comments included.
A good school with a family like atmosphere with caring teachers.
I like the school, the way it is run and my child’s teacher. The school is great.
Very happy with the school.

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 so that professional learning activities assisted the school in meeting our 2009 targets.
The total expenditure was $9063 which equates to $755 per staff member.
Our training focus for 2009 was Quality Teaching - particularly in literacy and numeracy, use of technology and student welfare.

School development Targets for 2010
Target 1
This target is carried over from 2009 To improve students' capacity to write effectively for a wide range of purposes.
Strategies to achieve this target include:

- Two more teachers trained in Accelerated Literacy
- Data collected from NAPLAN indicating areas to focus on.
- Continue to develop and use criteria based assessment tasks across stages.
- Seek regular consultancy visits to update teacher skills.
- Implementation of a new method of teaching spelling across the school.
Our success will be measured by:

- Growth in performance of all students.
- Improved spelling results from a more structured spelling program.
- Increased numbers of students in the top two bands in writing in NAPLAN tests.
- A decrease in the number of students in the bottom two bands in writing.
- Teachers becoming more familiar with Accelerated Literacy strategies.

Target 2
Quality Teaching and Learning

This is a continuation from 2009 where the emphasis was on Quality Learning Environment. The focus for 2010 will move to Intellectual Quality.

Strategies to achieve this target include:

- Continue to professionally develop teachers’ skills in the area of Intellectual Quality - (Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher Order Thinking, Metalanguage, substantive communication.) so they have a greater understanding of this element.
- Provide opportunity for professional dialogue about the quality teaching model, sharing of ideas to enhance classroom practice.

Our success will be measured by:

- Increased student centred learning where students take more responsibility for their learning.
- Number of students attempting more challenging tasks and taking risks with their learning.

Target 3
Improved student outcomes in numeracy

Strategies to achieve this target include:

- Implementation of the Go Maths program K-4 which incorporates Count Me In Too and Counting On strategies and a greater emphasis on Working Mathematically.
- Analysis of NAPLAN and stage based data to identify the areas on which to focus.
- Use of Neumann’s analysis strategy to ensure students develop a greater understanding of Maths concepts through dialogue.
- Regular visit from consultants to provide professional development for teachers.

Our success will be measured by:

- An increase of 5% in the number of students in year 3 and 5 performing in the top two bands.
- A decrease in the number of students in the bottom two bands in NAPLAN tests for years 3 and 5. Aiming for a 5% improvement.

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.

Kaye Lewis - Principal
Nicole Jones - Assistant Principal
Heather Simpson - Teacher
Paul Greentree President – School Council
James Thompson – President P&C
Sharon Prendergast – Parent representative
Kathy Thompson – Parent representative
Mike McGurgan – Parent representative

School contact information

Kootingal Public School
Denman Ave, Kootingal NSW  2352
Ph: 02 6760 3332
Fax: 02 6760 3064
Email: kootingal-p.school@det.nsw.edu.au
Web: www.kootingal-p.schools.nsw.edu.au
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: