School context statement

Kootingal Public School is a small P4 school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 186. A new housing estate with 126 blocks to be sold is located 200m from the school’s front gate. Kootingal Public School also has 23% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and permanent SLSO (Learning and Support and Integration funding). School currently has 7 classes, three of which are composite. The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day Reading Recovery
- 2 days School Chaplaincy
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a class set of iPads and laptops, full school wifi access and SmartBoards in all teaching spaces.

Kootingal Public School embraces its banner statement of Caring, Learning and Achieving Together with programs such as a Breakfast Club, Play is the Way, School Chaplaincy, Buddy program and Before and After School Care with Sherpa Kids.

Principal’s report

In 2014, Kootingal Public School has led the charge in education. It has been a year of not only achievements but one of discovery, change and planning for a bright future. I

never thought that about 12 months ago I would be standing before the community of Kootingal as the Principal of Kootingal Public School. It just goes to show what can happen in the short space of 12 months. Let us look back over 2014 and see what we have achieved.

Our year kicked off with lots of laughter and water. That’s right, the School Swimming Scheme, or Intensive Swimming as it is also known, was in the first couple of weeks of Term 1. In conjunction with this, our annual swimming carnival was held with Gill being victorious. It was a pleasure to see our students who are more capable in the water assisting those less confident to participate and contribute on the same basis as their peers. This provided me with the first example of our students caring, learning and achieving together.

We changed our processes at the start of the year to ensure formal communication with parents and carers about the progress of their children in each of our school terms. It commenced with Parent Teacher Interviews scheduled for Term 1. As a school, this proved popular and allowed parents the opportunity to get in early and be proactive in their children’s learning. This again changed in Term 3 with interviews scheduled over two consecutive Tuesdays, providing greater time and flexibility for families.

The start of 2014 also saw the induction of our School Captains and Vice Captains along with our Student Representative Council. We had my fellow colleague and Principal, Mr Daniel Wilson, present our elected students with their badges. It was a day filled with pride and privilege as our students pledged to hold the values of our school in high esteem and work together to benefit the broader school community in front of family and friends. Tonight marks the handing over from our current School Captains to the incumbent captains. Thank you Brock, Olivia, Joey and Madison for your contributions throughout 2014 and for our talks. Your wit
and consideration for our school will stand for a long time in my memory.

In 2014, we commenced, on a larger scale, the music program. All year round, Mrs Richards developed and delivered a specialised music program across the school K-6. This provided an opportunity, previously not afforded to students of Kootingal Public School, for them to access professional tutors within their local school and be immersed in the rhythmical language of music. Mrs Richards has fostered the love of music in our students and I couldn’t thank her highly enough for her work.

Sports have also been on the agenda at Kootingal Public School with students participating in netball, cricket, touch, rugby league and soccer. Although unsuccessful in the PSSA competitions, our students have actively supported these sports at the grass roots level participating in gala days and one day competitions. The essence of sport and the Australian way of ‘have a go’ was at the heart of our participation with plenty of planning underway for future years.

Part of this planning forged the way for the construction of a multipurpose sports court. Kootingal Public School was fortunate to be successful in Round 4 of the Public Schools Upgrade program, from which we had our COLA resurfaced and the remaining portion allocated for the construction of the sports court. In conjunction with the NSW DEC grant, local sponsors and our P&C Association provided great financial assistance to our school to complete the sports court. For the first time in many years, our students now have access to a range of sports with a quality sports court surface that affords students the ability to train and play on a surface similar to that located in larger centres. Mr Griffiths has just applied for the development of Hot Shots at Kootingal with the potential to have the necessary equipment to deliver a quality tennis program within our school. I can only see great things ahead for Kootingal Public School in regards to sporting opportunities.

2014 has been a year of professional growth for our staff. You may hear in the news of the changes making their way across education with the implementation of new syllabi, restructures, realignments and new processes and procedures for employees. This is all the while we are teaching and making certain the education of our students is paramount.

This year saw the commencement of the new English syllabus in classrooms with professional learning on the new Mathematics and Science syllabus. In preparation for the impending implementation of the new Mathematics syllabus in 2015, our staff examined numeracy data from the past two years of NAPLAN. In particular, we examined areas of development and how the new syllabus addresses the content. This analysis of data and close examination of the new syllabus enabled our staff to make well informed decisions regarding the nature of the current mathematics program and its future suitability to the needs of our students. It was an exciting opportunity to reflect upon student achievement and areas of development, while providing future direction for the school in the coming years.

Using our Equity funds to pursue our music program allowed our staff the opportunity to work one-on-one with Mrs Ardill, our Learning and Support teacher, on SMART goals. SMART goals are very specific and used to assist learning when adjustments are required to support a student access the curriculum. Mrs Ardill’s work with our staff has enabled teachers to demonstrate and document the work they were already doing to support our students as well as fulfil the obligations of the Disability Discrimination Act. As a part of this work, Mrs Ardill also led our staff through the trial of the National Consistent Data Collection. This data
collection is mandatory in 2015 and our staff are well underway with the recognition of our students and the types of supports given.

Mrs Ardill has had a busy year not only leading our staff in learning and support but also in the implementation of Play Is the Way. Play Is the Way used guided play, classroom activities and an empowering language to develop social and emotional awareness in our students. Our staff continued the work of Mrs Ardill in Play Is the Way with reinforcement occurring each Tuesday morning on assembly. Play is the Way fits nicely into the You Can Do It program ready for implementation in 2015.

On theme of caring for one another, in 2014 our staff and students celebrated National Day of Thanksgiving, re opened the Breakfast Club and saw the commencement of the SUPA Club program. Instrumental in all of this was a School Chaplain, Mrs Nicci Buchanan. Mrs Buchanan is an integral member of our staff and someone who is greatly appreciated across the school and broader community. Thank you Mrs Buchanan and we look forward to working with you again in 2015.

2014 also saw the commencement of future planning for catering for students requiring academic extension. This year we continued our participation in competitions such as ICAS and the Premier’s Spelling Bee. However, for the first time we entered the Board of Studies, Teaching and Educational Standards competition, Write On. All students K-6 participated in this competition composing a piece of text based on a piece of stimulus material. It is our intentions in 2015 to have a focus on extending our students and exposing them to greater academic opportunities.

This year we also examined the way in which we communicate with our parents and broader school community. We surveyed our community to see as to which way they preferred to be communicated with about our students’ achievements and upcoming school events. As a result of this survey, Kootingal Public School instituted the text messaging service, included updates to the school website on our newsletter, changed some formatting of the newsletter, utilised the capacity of our website and installed a new school sign. Our new sign was a long time coming and just as long to have it operational. But I am sure you will agree, it is a great improvement and allows a sign to be changed as readily as can be. Thank you to Mrs Doak for your time and persistence in this area.

This year we also marked many occasions such as the Department of Education and Communities Education Week, ringing of the Bells, Anzac and Remembrance Day, National Simultaneous Story Time and Grandparents Day. All ceremonies hold great importance to the students, staff and broader community of Kootingal and our lives are enriched as a result. The Ringing of the Bells ceremony was particularly poignant as we draw closer to the 100 year commemoration of the landing of Anzacs at Gallipoli. I am sure we will do justice to the 100 year commemoration as we have done this year with students reading the names of the fallen for the Soundscape project.

As you can see, 2014 has brought a lot to the table at Kootingal Public School. Is it any wonder that we feel washed out? It has been such a busy year for all our key stakeholders. We should all feel proud of Kootingal Public School, our community school, and its students and staff for they have achieved well in 2014. Just as 2014 has been filled with achievements and success, 2015 also has an exciting ring to it.

Mrs Cara Cracknell
Principal
P&C report

In 2014, the Kootingal Public School Parents and Citizen’s Association has been particularly active. With a committed executive team we have been able to raise a lot of money to contribute towards the resourcing of our children’s education.

In 2014, our executive consisted of Mrs Anne Doak as President, Mrs Lauren Witten as Vice President, Mrs Vanessa Johnson as Secretary, Myself as Treasurer and Mrs Jenny Caslick as Canteen Treasurer. I would also like to thank our Banking coordinators Mrs Kath Bubb and Mrs Karen Hobden. The executive was supported by a small but committed band of parent and community volunteers that assisted at our fundraising functions. To these people and the committee I cannot thank you enough for the support you have provided to the P&C and also to the school.

This year the Kootingal P&C conducted the following School services –

- Clothing Pool
- Canteen
- Canteen Second Break
- Breakfast Club
- Banking

Once again I would like to thank all the volunteers, Staff and Students who helped out with these services, without your support and time they would not be able to be run.

This year we have conducted the following fundraising events:

- Movie Night
- Prawn and Chicken Night
- 2 x Bunnings BBQs
- A private catering event
- Athletics carnival canteen
- Mother’s Day Stall
- Father’s Day Stall
- Bulb Fundraiser
- Chocolate Fundraiser

Currently our balance stands at $16,165.68. This money includes the canteen, breakfast club and hall accounts.

The P&C contributed money to the school in the way of

- $7000 towards the multipurpose sports court
- $5723.20 to support the operations of the canteen

The P&C were also recipients of donations in 2014. I would like to thank the numerous local and Tamworth businesses that supported the P&C throughout the year. We were lucky enough to receive large donations from Sean Hoffman Electrical, Kootingal Bowling Club, Dr Armanno, Kootingal Electrical, Kootingal lions Club and Kootingal Branch of CWA.

I would like to encourage all family members to volunteer their time at least once throughout the upcoming year to help raise money which in turns goes back into the school to support your child’s education.

I also strongly urge our families to support our monthly meetings. At these meetings, your contributions assist with the direction of the school and you’re able to have your say as to how you want the fundraising money spent within the school. We are always looking for new and exciting ideas to support our school.

Student information

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

Student enrolment profile

![Student enrolment profile graph]

[Graph showing male and female student enrolment by year]
Student enrolments have remained steady for the past two years. A large year 2 cohort of 42 began in 2012 and is now moving into the senior school in 2015.

7% of our school’s staff identify as Aboriginal. The majority of staff are very experienced combined with minimal New Scheme Teachers.

### Student attendance profile

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<tr>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</tr>
</tbody>
</table>

### Workforce information

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

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.042</td>
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<tr>
<td>Total</td>
<td>12,536</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

### 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>83</td>
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<tr>
<td>Postgraduate</td>
<td>17</td>
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</table>

### Professional learning and teacher accreditation

All New Scheme Teachers are currently in the maintenance phase of their accreditation.

In 2014, Professional Learning focused primarily on the development of Learning and Support Plans for students who required them. Kootingal Public School utilised the Learning and Support Teacher (LaST) position as a bank of professional learning and the Equity funding for the K-6 music program for the release portion. When students participated in the music program, teachers were working one on one with the LaST in the identification of students and the development of the associated Learning and Support Plans for them. From this, the LaST liaised closely with the Principal as to the progress of the staff and further professional development.

Kootingal Public School also participated in the final trial of the National Consistent Data Collection. Staff completed the DDA training again with a further investigation of terms. Staff involvement in this project assisted their development of Learning and Support Plans and furthered their understanding of disability.

Another major focus of 2014 was professional learning in the Mathematics and Science and Technology syllabuses. We used Adobe Connect sessions, team development and trial of other schools’ teaching and learning programs.

Staff also completed mandatory training in CPR, Emergency Care and Anaphylaxis.
Financial summary

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

<table>
<thead>
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<th>Date of financial summary</th>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>$326,297.44</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Education Week

In 2014, one staff member and two parents were presented with certificates for their contribution to the school at the Regional Education Week Awards which was held at Hillvue Public School.

Staff member Mrs Trish Robinson has been at Kootingal Public School for over 25 years and is our cleaner and chicken keeper. Trish’s award was in recognition of her passion for our school and community and tireless efforts in keeping our school site in working order for all students and staff.

Our two parent awards were presented to Noni Kasch and Vanessa Johnson, both active parent supporters of Kootingal Public School. They are the sort of parents who put up their hands to help out if something needs to be done. Congratulations to all the recipients.

Academic achievements

NAPLAN

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.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements

ICAS

In 2014, Kootingal Public School had 31 participants across 6 different assessments, namely Mathematics, English, Spelling, Writing, Science and Computer Skills. In total, students achieved 1 Merit, 7 Credits, 4 Distinctions and 1 High Distinction.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

NAIDOC week was recognised in 2014 with a day of celebration. The stages participated in rotating group activities which included traditional Kamilaroi language, art, totem/symbols, Dreamtime stories, traditional Aboriginal games and the Aboriginal and Torres Strait Islander flags.

Personalised Learning Plan SMART goals were written for students identifying as Aboriginal and shall be carried over to 2015. These were communicated with families via informal strategies, such as phone calls, and formal strategies, such as letters and parent teacher interviews.

Our students were treated to a visiting Aboriginal dance performance, Let’s Bridge the Gap by Fred Reid. It was an interactive performance that invited student and teacher participation. Attendance by students was supported via subsidising the entry cost.

Aboriginal perspectives are embedded in class teaching and learning programs.

All formal occasions include the Acknowledgement of Country as per the prescribed protocols.

Multicultural education and anti-racism

Harmony Day was recognised in 2014 with a day of celebration. Each classroom teacher identified a country to explore with students rotating in groups.

Countries included:

- India – information slide show
• Kenya – mapping, dance and mask design
• China – Chinese New Year and language activities
• Australia – Aboriginal games
• Mexico – Maraccas
• New Zealand – jet-boat ride experience

As a part of the K-6 music program, students participated in the Musica Viva program. Class music lessons were conducted with Mrs Heather Richards focusing on music and musical instruments from Indonesia and South America.

Multi-cultural perspectives are fundamental component of school practices ensuring an inclusive school community and racism-free learning and working environment.

Students attended weekly religious education lessons and combined Easter, Education Week and Christmas assemblies.

Student participation in school and community ANZAC Day service and march, Ringing of the Bells, Soundscape project commemorating the names of the WW1 dead by Year 6 and Remembrance Day services supported the development of a historical and ethical perspective of world events.

Students also voluntarily participated in the CWA Country of Study. The country of study was Botswana.

Kootingal Public School also has anti-bullying programs that are taught throughout PDHPE and a trained Anti Racism Contact Officer (ARCO) in Mrs Nicole Chegwyn.

**Aboriginal background & Socio-economic background**

Kootingal Public School believes that all students deserve a quality education. During 2014, Kootingal Public School provided our students with a varied curriculum that supported them both academically, socially and physically. Kootingal Public School achieved this through:

• Internal and external professional learning for staff to enhance understanding of the current and new syllabus documents to ensure quality education in the classroom.

• Providing engaging activities in the classroom that cater for the diverse learning needs of all students.

• Professional learning based around developing quality individual learning and support programs including SMART goals and differentiation in consultation with the school Learning and Support Team and Reading Recovery. This ensured improvement in all students’ learning outcomes.

• Development of a sustained, positive and inclusive school culture through School Chaplaincy, Play is the Way and PBL.

• Strengthening partnerships between school, families and community through various school functions including assemblies, Presentation Night, Meet and Greets, Grandparent Days, Parent helpers within both the classroom and school, community members with specialised knowledge and skills working with teachers and students.

• Enhancement of students’ access to a wider range of curriculum learning experience through school excursions to Canberra and Dubbo, Calala Cottage, religious education, connection with local specialist sports coaches and music tutors.

• Involvement in ANZAC and Remembrance Day services, Moonby House Christmas Carols, CWA Country of Study, Musica Viva program and Aboriginal performances, such as *Let’s Bridge the Gap* by Fred Reid.

• Supporting the needs of students through Breakfast Club, financial assistance for excursions, uniforms and school requirements.

• Financial support from community organisations towards specific school programs.
Learning and Support

In 2014, Kootingal Public School provided additional release to classroom teachers through Equity funds and the K-6 music program, to focus on the development and implementation of SMART goals and Learning and Support Plans.

The Learning and Support teacher provided professional learning at a whole school staff level, as well as individually, during the additional release time. During this time, reflection on student needs was used to create SMART goals and develop Learning and Support Plans. This was reviewed regularly with SMART goals updated.

Teachers conducted meetings with parents to discuss the SMART goals. A follow up letter was sent to families in conjunction with the Learning and Support Plan.

2014 also saw the inaugural participation of Kootingal Public School in the National Consistent Data Collection. This was performed during the additional release time under the guidance of the Learning and Support Teacher.

Kootingal Public School also identified areas of need in teacher development and created additional professional learning opportunities using the Learning and Support Teacher to upskill classroom teachers in the Essential Skills in Classroom Management program. This program is based on the research of Dr Christine Richmond, an expert in behavior. This time included confidential classroom observations and feedback sessions.

Other significant initiatives

Reading Recovery

Reading Recovery is designed for students who have become confused in their literacy learning after one year of schooling, having had the opportunity to engage in good first teaching.

The aim of Reading Recovery is to accelerate the child’s literacy learning through specially designed lessons with a trained Reading Recovery teacher. This is acceleration of the rate that allows the child to catch-up with his/her typically achieving peers.

The teaching involves a focus on comprehending messages in reading and writing.

The goal is for each child to develop a self-extending system, so highest value is placed on teaching for independent activity in all tasks.

In 2014 Mrs Anne Doak was the Teacher-in-Training. There were 8 students who were on the Reading Recovery program throughout the year. From the first intake of students, one was carried over from 2013, 2 were referred off the program and one child transferred to another school. From the second intake, one transferred at the end of the year, 2 were carried over till 2015 and one student was discontinued.

K-6 Music Program

Through the use of Equity funds, Mrs Heather Richards was employed to deliver 40 minute music lessons to each class K-6. During this time, the following programs were delivered:

- Music Express, teaching the different musical concepts
- Musica Viva, an introduction to different musical genres coupled with a live performance
- Garage Band, an application on iPads. Students explored the application, learning how to compose and record their own digital music. This included song-writing skills.
- Recorder. Students learnt basic music skills such as reading music notation, performance and group playing.
- Singing and musical games.

Rock Band and Percussion Group

The Kootingal Public School Rock Band consisted of students from years 5 and 6. It is designed to include students who are not academically inclined to experience success creatively.

Students met individually and as a group several times per week with Mrs Richards to practise and master their skills. Students demonstrated a great degree of commitment and pride in their achievement.

The Rock Band toured to Wallabadah Public School playing a selection of songs. The purpose
of the tour was to provide an opportunity for students to present a live performance and gain a greater understanding of their own value.

The percussion group was a weekly commitment with Mrs Richards. Students progressed so well that they undertook the role of the administrator and conducted the performances.

**Private Music Tuition Program**

In 2014, a consistent 40% of students participated in the private music tuition program. Private in-school tuition was conducted in guitar, piano, drums and vocal.

Reports indicating student progress were delivered at the conclusion of each school term. Students recorded their practice each week and were rewarded through the school’s merit system.

**Student Wellbeing**

Our Learning and Support Teacher conducted a social skills program, self-titled Friendship Group, focusing on how to play games, initiating contact with peers, inviting people to play, dealing with rejection and social etiquette. Students were targeted for this group through the feedback from classroom teachers in the additional release time focusing on Learning and Support Plans.

*Play is the Way* was implemented in Kootingal Public School due to an identified need from the teaching staff. Noted areas of development came from the increased negative behaviour in the playground and lack of social skills in friendship groups.

The program focused on the professional learning of all classroom teachers. Classes would attend sessions conducted by the Learning and Support Teacher, with the classroom teacher being present and sharing teaching opportunities. The school then moved onto a different phase where the classroom teacher implemented the program within the classroom throughout the week. A scope and sequence was developed with reinforcement during Tuesday morning assemblies. The goal was for the teachers to implement the skills learnt during the sessions with issues that arose during the day.

The Chaplaincy program continued in 2014 with an increase in days from two days to three. Mrs Nicci Buchanan was employed as the School Chaplain. Mrs Buchanan volunteered to form the inaugural SUPA Club at Kootingal Public School, conducted *Friday’s Friends*, a social skills program, and participated in developing activities for Games Days on Wednesdays. Mrs Buchanan also supported classroom teachers with identified students and self-referring students who required emotional support.

**MultiLit / Transition to Fluency Program**

Students were released from classes three times per week on an individual basis to attend MultiLit intervention. Our tutors were a combination of volunteers and trained teachers. Each student received 60 lessons before exiting the program.

Three times a week before school, students would voluntarily attend a fluency program post MultiLit intervention.

**Student Leadership**

Several leadership initiatives were conducted throughout 2014. These included:

- Canteen duty, assisting the P&C with the operation of the canteen at second break
- Breakfast Club
- Library monitors
- School monitors
- SRC and
- Student led extra curricular groups

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data
- Analysis of PLAN data

**School planning 2012-2014:**
School priority 1
Literacy

Outcomes from 2012–2014

- Decrease the percentage of Year 3 students achieving at or below National Minimum Standard (NMS) in reading to 16% compared to 18% in 2013.
- Maintain the percentage of Year 3 students achieving above NMS in writing compared to 2013 results.
- Match the percentage of year 5 students achieving in the proficient bands to the state average in reading.
- Maintain the percentage of year 5 students achieving above NMS in writing compared to 2013 results.

Evidence of achievement of outcomes in 2014:

- Kootingal Public School achieved the reading target set for year 3. It was reduced to 13% of students achieving at or below NMS.
- In 2014, Kootingal Public School matched the state average in the proficient band of 6 in reading. There was a discrepancy of 4% in Band 5.

Strategies to achieve these outcomes in 2014:

- Revised school targets to become more realistic of student cohort.
- Involvement of all staff in the identification of students to meet the target, along with students requiring additional support.
- Implementation of Learning and Support Plans for necessary students and working one-on-one with the LaST.

School priority 2
Numeracy

Outcomes from 2012–2014

- Increase the percentage of year 3 students achieving above NMS by 2% compared to 2013 data.

- Increase percentage of year 5 students achieving at or above NMS by 3% compared to 2013 data.

Evidence of achievement of outcomes in 2014:

- In 2014, there was an increase of 2% of students achieving at or above NMS in year 3, from 86% to 88%.
- In 2014, there was an increase of 3% of students achieving at or above NMS in year 5, from 80% to 83%.

Strategies to achieve these outcomes in 2014:

- Revised school targets to become more realistic of student cohort.
- Involvement of all staff in the identification of students to meet the target, along with students requiring additional support.
- Implementation of Learning and Support Plans for necessary students and working one-on-one with the LaST.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. In particular, Kootingal Public School sought the opinions of its community in regards to its communication practices.

Their responses are presented below.

- 94% of respondents receive their newsletter.
- Most received it via hardcopy. It appears to still be a valuable form of communication (77%).
- 90% read the newsletter.
- Most popular sections of newsletter are the Principal's Report, front page and student awards.
- Website access was 50/50.
- Two thirds of respondents want a section indicating updates on website.
- Photo gallery was the most popular section of the website.
- Mixed ratings were received of our communication.
Future Directions
2015-2017 School Plan

 NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Kootingal Public School’s Strategic Directions are:

- Diverse curriculum – Through implementing a diverse curriculum, KPS caters for all students by creating quality, engaging and appropriate learning experiences in accordance with current syllabus documents. This ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.
- Teacher Quality – At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

- Student Welfare - At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

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.

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