Messages

Principal’s message

We are quickly heading toward the culmination of 2012, which has been a very enjoyable year for me in my role as Relieving Principal at Kootingal Public School in Mrs Lewis’ absence.

I have certainly appreciated the support of the staff, students and community in my role and I also wish to thank both the P&C as well as the School Council for their active involvement this year.

This year we have certainly benefitted from the enthusiasm and energy of new staff members working at Kootingal Public including Ryan Griffiths and Eryn Bussell on the teaching staff as well as Nicci Buchanan (Volunteer Chaplain) and Jennifer Chiswell (Chaplain for term 4, 2012). Alison Richmond and Helene Benson have been supporting students as School Learning Support Officers during the latter part of the year.

Early in the year our school applied to the Federal Government to have a Chaplain position for our school. This was done with the help and guidance of the Tamworth Chaplaincy Board. We were successful in our application which meant that we could appoint a chaplain to fulfil a whole number of roles within the school around supporting students, staff and the community. Nicci Buchanan, who is in the process of completing her training, offered to volunteer as our chaplain in an unpaid capacity, until she became accredited. Once accredited she will adopt the role of our Chaplain for the next two years.

As part of our Low SES National Partnerships Program we were able to employ Shauna Stoker in the position of Highly Accomplished Teacher (HAT) at the school. Mrs Stoker was appointed last year but since the HAT program is for two years only, Mrs Stoker will be leaving us at the end of the year. Having the HAT position has been a wonderful opportunity for our school.

Mrs Stoker has been able to facilitate professional learning for the whole staff as well as team teach with staff, demonstrate effective teaching practices and initiate many other programs within the school.

This year we have begun a breakfast club one morning per week. This enables students to buy a basic but nutritional breakfast before school on Tuesdays.

We have also formed an Aboriginal Education Committee at the school this year which meets regularly for the purpose of supporting Aboriginal Education and our Indigenous students within the school. This committee has been involved in the development and implementation of Personalised Learning Plans (PLP’S) for our Aboriginal students. These plans involve the students, with their teacher and parents, setting individual goals to improve their learning and achievement at school. The committee is also currently involved in projects regarding the creating of murals and Aboriginal art designs around the school. We are also hoping to teach students to speak some of the Kamilori Language particularly when giving the “Acknowledgement of Country” at the beginning of some of our formal assemblies and events at school.

We are fortunate to be able to offer violin lessons for our students at Kootingal School this year. These lessons take place in break times and involve students from Kindergarten to year 6.
It is wonderful for students to have the opportunity to learn a musical instrument.

I would like to thank all students, staff and parents for their efforts in making 2012 a productive and enjoyable year at Kootingal Public School. There have been many accomplishments both group and individual, across the school that have been made possible because of the whole team working together effectively. You will read about many of these achievements as you read the following pages of this magazine, Koolangarra 2012!

I have every confidence that progress and achievement for all will continue to be an integral goal at Kootingal Public School in 2013.

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.

Kerry Kurtz

P & C and/or School Council message

Kootingal’s P & C, with the help of volunteers, runs the school canteen, clothing pool and raises funds - all with the main objective of providing benefits and services to our children and the school community.

2012 has been a busy but rewarding year for the P & C with members settling into their new roles. I would like to acknowledge the following people. Tara Dunn for running the clothing pool. This is never an easy task balancing demand & availability. Merryn Mills our canteen supervisor for doing a great job throughout the year. This service would not be possible, however, without the help of volunteers in the canteen. A big thank you to all the parents that have given their time this year.

In June we established a Breakfast Club for the students. This currently runs every Tuesday morning. We are offering all students a healthy start to the day. Thank you to Kirsty Hogan who has taken on the role of supervisor of this club.

This year the P & C has purchased 6 school blazers to be used at events such as Anzac Day, Presentation Night and other special occasions. These blazers look very smart and on the previous occasions that the students have worn them, numerous community members have commented on how distinguished they look.

As well as the blazers we also have donated funds to the school to purchase 30 mini IPADS. These IPADS will be available when classes resume next year.

Throughout the year we have held numerous fundraising days including an Open Garden day at Loomberah, Mothers & Father’s Day stalls & Family Portraits. All of these were very successful days.

We would like to take this opportunity to thank everyone who has given their time, support, donations or purchased an item from our stalls. Without your help we would not be able to help the school in the ways that we do.

A special thank you to Mr Kerry Kurtz and all the wonderful teachers and staff that make this such a stimulating and caring place for our children to learn.

We look forward to another exciting year in 2013.

Vicki Appleby - President
Student representative’s message

At the beginning of the year we had the house captain’s election and the SRC got their badges.

On Friday 10th February we had our school swimming carnival held at our local pool which saw students going on to Zone and Regionals. We also had the Cross Country on Friday the 4th May and people went on to Zone, Regionals, State and Nationals. Next was the Athletics Carnival on Friday 22nd June. Everyone went well at Zone, Regionals and State carnivals.

We celebrate NAIDOC Week in Term 2. Everyone got a free wrist band and learnt about Aboriginal culture.

In Term 3, Week 6 we celebrated Book Week and everyone got to dress up and have a big morning tea.

We enjoyed being school captains of Kootingal Public School and we enjoyed the opportunities it gave us.

Ella Heeney and Jack Pike

School context

Student information

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

Student enrolment profile

![Graph of student enrolments](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>93.0</td>
<td>95.0</td>
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Management of non-attendance

Regular attendance at school is essential for students to maximize their learning. Students who do not attend regularly are monitored closely and parents are requested to provide us in writing reasons for their child’s absences. In some cases these children are referred to the Home School Liaison Officer for follow up.

Kootingal School Swimming Carnival
Staff information

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

Staff establishment

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teachers</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
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<td><strong>Total</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Kootingal Public School, one staff member, currently on leave, identifies as being of Indigenous decent.

Staff retention

During 2012 we had two staff members on extended long service leave and they were replaced by Mrs Morrish and Mr Griffiths. Mrs Ward shared a class with M/s Bussell and Mrs Lawrence Shared a class with Mrs Richards. The principal, Mrs Lewis, was replaced by relieving principal, Mr Kurtz, while she took a temporary position in Tamworth Regional Office.

Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Postgraduate</td>
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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.

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<td><strong>Total income</strong></td>
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<table>
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<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Library</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Writer of the Week

A focus on writing throughout the school saw the initiative of *Writer of the Week* introduced by our Highly Accomplished Teacher. Writers were chosen to be *Writer of the Week* because of the submission of a quality piece of work. This writing was published and displayed in the school. Fourteen authors were published throughout the year from Kindergarten to Year 6.
On Your Soapbox

During May, two students competed in a public speaking competition via Video Conference involving 28 students from across the New England Region.

Both girls were asked to prepare a 5 minute speech on a set topic and performed admirably in front of the judge. Students from Stage 3 watched the finals and agreed that the standard of speakers was extremely high.

Percussion Group

This year a percussion group was started in Term 2 with a range of students attending from Kindergarten to Year 4. Students had lots of fun playing various songs and learning how to read basic music notation. Students were able to try the different percussion instruments including triangles, castanets, tambourines, cymbals, maracas and drums. The group performed at a whole school assembly in Term 3 and were invited to perform at the end of year Presentation Night.

Choir

The school choir was again led by Mrs Lawrence and Mrs Stoker who took the group during lunch times. Members of the choir have had many opportunities to perform this year including at the Kootingal Pumpkin Festival, CWA, ANZAC Day service, Grandparents Day, a Principal’s meeting, at Moonbi House and Presentation Night.

Manly Band Visit

On Wednesday 19th September, the 60 strong Manly Selective Campus Orchestra performed at the school for the students. It was a great experience for our students to enjoy the performance of a group of talented musicians from a high school. It was also an inspiration for our students who are beginning to learn an instrument.

Violin Lessons

From Semester 2, students were given the opportunity to learn the violin at school. A group of students from Kindergarten to Year 6 learned how to play from tutor James West. The students were invited to play at Presentation Night at the end of the year which was a great achievement.

Sport

Premier’s Sporting Challenge

Twenty Year 5 and 6 students went to Oxley High School as part of the Premier’s Sporting Challenge this year. A variety of sports were played including basketball, cricket, fitness, football and softball. Students and teachers from Oxley High coached the students in the different sporting activities.

In 2012 we again held three very successful carnivals, with all students attending participating in at least one event. Student participation is a priority of ours as a school as we feel that it is important for all students to feel a sense of achievement and feel as though they are contributing house points for their team.

Cross Country

This year’s school cross country was combined with an Adidas Fun Run which helped to raise money for the school. The course incorporated our school playground as well as parks and roads surrounding the school. 32 students qualified to compete at the District cross country at Barraba. From this event 3 girls made it through to the Zone Carnival at Coolah. One student, Ella Heeney, then went on to compete at the State event where she came second. This saw her qualify for the Nationals in Adelaide later in the year.

A fund raising day was organized to help raise money to assist Ella to compete at the national event. In the teams event, Ella was a member of the NSW team which took out the gold medal.

Athletics

The Kootingal School Carnival was held at the Tamworth Regional Athletics Centre during June. The event included the March Past, age races and field events. A large number of athletes qualified to compete at the Zone Athletics Carnival with two of our students, Kate Pianta and Ella Heeney being age champions. Our school won the march past and the ball games at this carnival.
Kate Pianta was named as the Regional 11 Years girl champion. Her achievement included coming first in 4 of her events.

Our Senior Girls relay team, Ella Heeney, Kate Pianta, Caitlin Barber and Madalene Bowen, made it to the State Carnival at Homebush. They came 8th after making it to the semi – finals.

Katie Magill also competed at the State Carnival in the 12 years disabled 100m, running a personal best. Katie has two cochlear implants.

Ella Heeney won the gold medal in her 800metre event which qualified her to attend the National Athletics Carnival. This meant that Ella had represented Kootingal Public School in two different national events – an outstanding effort!

**Swimming**

21 of our students were successful in qualifying for the Zone Swimming Carnival in Tamworth. Successes at the carnival included being named the winning B-Schools team. Individual successes saw 14 students making it through to the Regional Carnival held in Armidale.

**Other Achievements**

**Spelling Bee**

Six students from each class competed in our school Premier’s Spelling Bee “spell off”, with our four finalists making it to the Regional Final held at Nemingha Public School. Madison Roach came 2nd in the Junior section with Bailey Pinnock coming equal 3rd from 28 competitors.
ICAS
A small number of our students elect each year to sit for the various tests across a variety of subject areas. Public and private schools across Australia participate in these tests.

Science Results
Caitlin Barber (year 6) – Credit

Writing Results
Alyssa Flemming (year 6) – Credit
Elly Chapple (Year 4) – Credit
Hannah Kamminga (Year 3) - Credit

Spelling Results
Alyssa Flemming (year 6) - Credit
Bailey Pinnock (year 4) – Credit

Computer Skills Results
Cameron Barber (year 4) – Credit

Mathematics Results
Bailey Pinnock (year 4) - Credit
Emily Deasey (year 3) - Credit
Brendan Hobden (year 6) – Credit

English Results
Alyssa Flemming (Year 6) – Credit
Kate Pianta (Year 6) – Credit

ANZAC Day and Remembrance Day
68 students from Kootingal Public School marched in the ANZAC Day march at Kootingal this year. This is approximately one third of the school – an outstanding achievement.

Our school’s representation at this very important commemoration was very significant. Captains and vice captains also attended the Dawn Service held in Tamworth laying a wreath on behalf of the school.

Remembrance Day Service

The school captains and principal also represented the school at the Remembrance Day service in November, again laying a wreath.

Spin a Yarn
19 of our students attended the “Come Spin a Yarn” Writer’s Festival at the TREC. Workshops gave the students insights into the craft of writing by some of Australia’s top authors, including the Bushwackers Band.

Major Excursions
This year our stage 2 students attended an excursion to Dubbo, which included the Dubbo Gaol and Western Plains Zoo.
Western Plains Zoo

The stage 3 students went on the National Capital Excursion to Canberra.

Outside Parliament House

These excursions provide wonderful learning experiences for our students.

A reflective sculpture-Memorial Drive Canberra

National Year of Reading

Early in the year, the whole school celebrated the National Year of Reading with Kindergarten students being read to by their buddies and teachers swapping classes to read. The principal even read one of his favourite Paul Jennings stories to one of the classes.

Education Week Awards

This year our recipient for this award was our school vice-captain Hollie Taggart. Her outstanding example to other students and overall citizenship was recognized at a Regional Awards ceremony in Tamworth.

Hollie receiving her Education Week award

Student Led Clubs

During break times at school, students with special interests lead clubs for other students to participate in. Clubs include the Lego Club, Hip Hop Dance Club, Book Club and Sketch Club.
Clean Up Australia

This important yearly event teaches the students about the importance of looking after our environment. We always manage to find lots of rubbish.

Harmony Day

Every year Harmony Day is celebrated on 21st March. This is a time when we as Australians acknowledge and celebrate our cultural diversity. This year the aim of Harmony Day was to celebrate the important role sport plays in bringing together Australians from all walks of life. We celebrated Harmony Day with a fun tabloid sports afternoon for children from K-6 where everyone participated in a number of simple games from around the world.

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)

Reading – NAPLAN Year 3

Harmony Day Celebrations
Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Writing
Numeracy – NAPLAN Year 5

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<tr>
<th>Bands</th>
<th>Percentage of students</th>
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<tr>
<td>7</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>60%</td>
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</table>

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Progress in numeracy

Significant programs and initiatives

Aboriginal education

This year has been a significant year for Aboriginal Education at Kootingal Public School. Early in the year we formed an Aboriginal Education committee with staff and Community representation.

Our Sand Goanna being painted
An initial task of the committee was to set up a format for the introduction of Personalised Learning Plans (PLP’s) for all of our Aboriginal students. These plans were completed in collaboration with the students, parents and teachers, with goals developed from the plans being achieved throughout the year.

The school received a $2000 grant from as part of a partnership with a university. In consultation with the Community, it was decided to paint Aboriginal murals and pavement games that were in keeping with our local Kamiloroi Nation. A huge Sand Goanna was part of this project. The Sand Goanna is the totem of the Kamiloroi people.

A Feeling Deadly Not Shame workshop was held with our senior Aboriginal boys led by Gary Creighton and Robert Berger. This workshop taught the students about having pride in their culture as well as looking after their bodies with healthy nutrition. The workshops attempt to impact upon and encourage Aboriginal students to stay resilient and strong in mind, body and spirit. They reinforce our Aboriginal students pride and strength in identity and culture.

In celebration of NAIDOC Week, Mr Clothier organised some traditional Aboriginal games. Students were divided into teams and year 6 helped teach the younger students the rules of the games.

Multicultural education
Kootingal Public School acknowledges and develops understandings of cultural differences through Human Society and Its Environment syllabus and the Personal Development strand of 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.

National partnership programs
Teachers have been involved in professional learning to improve student achievement in literacy and numeracy. Through Focus On Reading training, teachers have implemented a number of strategies to improve comprehension, reading volume and reading fluency. Teachers have an increased understanding of how to plan effectively for a wide range of abilities using the K-6 Literacy continuum and class learning plans and they recognize the importance of teaching literacy across all Key Learning Areas.

Through Working with the Highly Accomplished Teacher in professional learning sessions and in planning and team teaching of writing teachers have improved their syllabus understandings and have implemented strategies to improve students vocabulary and their ability to write for a range of purposes.

Teachers continue to improve their knowledge of Smart Board technology and have trialed and implemented a range of software programs. This has assisted teachers to increase student knowledge of the world and to raise student engagement with the curriculum.
Progress on 2012 targets

Target 1
To increase the % of matched Year 5 students achieving greater than or equal to expected growth in NAPLAN 2012 in Reading by 2.5%

Whilst the greater than or expected growth in Reading in the 2012 NAPLAN results decreased by 19%:

It is important to note:
- Year 3 students reading at the proficient level decreased by 3% but the percentage of students reaching the NMS increased by 13%.
- Year 5 students reading at a proficient level increased by 10%.

Target 2
To increase the % of matched Year 5 students achieving greater than or equal to expected growth in NAPLAN 2012 in Numeracy by 2.5%

Our Achievements Include:
- 39.1% of Year 5 students achieved greater than or equal to expected growth in Numeracy, an increase of 8.3%.
- 32% of Year 3 students reached proficiency, an increase of 3
- 10% of Year 5 students reached proficiency, a decrease of 6% however 35% achieved the NMS, an increase of 14%.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of:

Changes in Kootingal Public School’s systems and practices as a result of participation in the Low SES School Communities National Partnership Reform Extension Initiative

Background
This National Partnership Reform Extension Initiative meant we could expect to see changes in practice, student learning outcomes as well as professional learning implementation within the school because we were appointed a Highly Accomplished Teacher (HAT) for the two years of the initiative.

Findings and conclusions
- 2012 NAPLAN results show that 65.2% of Year 5 students achieved greater than or equal to expected growth in Spelling. Year 3 students achieving in the proficient bands in Spelling increased by 13% to 32% and Year 5 by 3% to 29%. Year 3 Students achieving in the proficient bands in Grammar and Punctuation and Numeracy has also increased.
- Responses from student forums show that students in Years 3-6 feel confident in using the metacognitive comprehension strategies they have been explicitly taught. Most understand the term vocabulary and all feel that studying specific words helps them to understand texts read at school. All students agreed that there is now more talk about their learning in the classroom. All valued the opportunity to share ideas, to learn from each other and to listen and learn the perspectives of others.
- All students felt that they were more confident in their writing.
• The use of technology through interactive Smartboards and iPads has improved student engagement. Students find that teachers are using ICT to research topics faster and easier, for educational games and to make learning more interesting on a daily basis.

• All teachers stated that they teach literacy in a balanced, integrated, systematic and explicit way, that they have a good understanding of the continuum of literacy development and that the K-6 Syllabus informs their teaching.

• 100% of teachers strongly agree that they have increased the amount of student conversations into their lessons as a result of their professional learning.

• All teachers agreed that the professional learning in Reading through Focus on Reading influenced the way they teach with most stating that they have changed many aspects of their approach including the explicit teaching of comprehension and vocabulary, the inclusion of multi-modal text in their teaching and learning activities. They have also stated that they are more aware of the importance of differentiation and how to practically cater for a wide variety of student interests, needs and readiness.

• Teachers indicated that collaboration with the HAT in assessment, planning and implementation through modeled lessons and team teaching had a direct impact on their knowledge and skills in the teaching of literacy. This improvement in teacher capacity would not have been evident without the HAT working directly with teachers and developing their skills at point of need.

• The capacity of the school executive to drive change related to evidence-based research has been increased. The position of the HAT has supported the school leadership team in planning and implementing a focused professional learning program based on available data and set targets. The HAT has reinforced professional learning by working with teachers, modeling new knowledge in a practical sense.

• Involvement in National Partnerships have enabled the school leaders and teachers to increase their professional knowledge in a focused sense across a wide range of topics including professional reading through a professional reading group, student engagement through observational rounds, raising syllabus knowledge and understanding and professional knowledge of both the NSW and National Professional Teaching Standards. The Partnership has provided teachers with time and support to be involved in new learning within the context of their own school and then to collaborate with others in implementing change into their teaching practice.

• There has been a shift in school culture around professional learning. Teachers meet each week either as a whole group or in stage teams. A professional learning space has been established for teachers to meet and is utilised daily. A professional library has also been established in this space

• Teachers understanding and the use of Assessment for Learning strategies has increased. Focus on Reading has resulted in differentiation including the use of flexible groupings.
Future directions

Sustainability is the key to continuing improvement. It is hoped this is achieved by the following:

- The improvements to instructional leadership through professional reading and the establishment of a Professional Learning Community will sustain changes to school culture related to examining and improving instructional practice.

- Professional Learning is focused and is seen as driving school improvement. School data and trends set targets and these are collectively owned.

- The involvement of all teachers across K-6 in the Focus on Reading Professional Learning modules has led to the use of a common language around the teaching of comprehension, vocabulary, in Assessment for Learning and the use of the K-6 Literacy Continuum to both track and monitor student progress. Teacher’s understanding of the importance of “Walls that Teach” and “accountable student talk” will continue to be an integral part of teaching and learning. The fact that all teachers have been involved should sustain teachers’ knowledge and understanding when teaching different stages in subsequent years. Unfortunately without a Focus on Reading trainer in the school the school will find it difficult to provide ongoing learning in this area.

- Access to professional learning across all areas of literacy has improved teacher understandings of both the syllabus and the K-6 Literacy continuum. Teacher collaboration through professional discussions related to assessment and consistent judgement will continue to ensure a consistent approach to the reporting of student achievement.

- Purchased resources including the purchase of the National Geographic series will sustain teaching and learning based on “Big Ideas”, the use of text sets and multimedia texts.

- The purchase of two Interactive Smartboards and a class set of ipads will allow teachers to embed ICT into their teaching and learning.

Parent satisfaction

In 2012 the school sought the opinions of parents about the school.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Str</td>
<td>SA</td>
<td>A</td>
<td>SD</td>
<td>D</td>
</tr>
</tbody>
</table>

1. Kootingal P.S. is an attractive and well-resourced school e.g. classrooms, library grounds.
   *Str 69%, SA 18%, A 13%, SD 0%, D 0%*

2. The School is connected to its community and welcomes parental involvement.
   *Str 81%, SA 13%, A 6%, SD 0%, D 0%*

3. Parents are encouraged to contact the school to discuss concerns relating to their child.
   *Str 69%, SA 18%, A 13%, SD 0%, D 0%*
4. The school is a friendly school that is tolerant and accepting of all students.
Str 88%, SA 6%, A 6%, SD 0%, D 0%
5. The students are the schools main concern.
Str 69%, SA 13%, A 18%, SD 0%, D 0%
6. The school has supportive welfare programs.
Str 69%, SA 13%, A 18%, SD 0%, D 0%
7. The school offers challenging programs for its students.
Str 69%, SA 13%, A 18%, SD 0%, D 0%
8. The school maintains a focus on Literacy and Numeracy.
Str 75%, SA 18%, A 7%, SD 0%, D 0%
9. The school teaches and promotes core values.
Str 69%, SA 18%, A 13%, SD 0%, D 0%
10. Kootingal P.S. has competent teachers who set high standards of achievement.
Str 62%, SA 18%, A 18%, SD 0%, D 0%
11. A wide range of extra curricula programs e.g. sport, music, drama, debating are offered.
Str 50%, SA 31%, A 19%, SD 0%, D 0%
12. There is good student access to computers and strong technology programs and resources.
Str 88%, SA 0%, A 12%, SD 0%, D 0%
13. The school promotes a healthy lifestyle.
Str 69%, SA 6%, A 25%, SD 0%, D 0%
14. Fair discipline exists within the school.
Str 56%, SA 6%, A 38%, SD 0%, D 0%
15. The school promotes its uniform policy.
Str 81%, SA 0%, A 18%, SD 0%, D 0%

From the parents who responded to the survey it needs to be noted that no one scored disagree or somewhat disagree for any item.

One parent also made the comment – “I think Kootingal is a wonderful school. I have absolutely no problems – Well done!”

**Professional learning**

Teacher Professional Learning (TPL) Funds are provided as a tied grant to the school to provide professional learning opportunities for teaching staff.

Teaching staff participated in a variety of learning experiences with a focus on quality teaching in literacy and numeracy at our school.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

- Increased levels of attainment of year 3 / year 5 students in reading and writing in line with Regional / State and school targets.
- Increased student capacity to talk, listen and write effectively for a range of purposes.
- Improved student engagement particularly on independent tasks in reading and writing.

**2013 Targets to achieve this outcome include:**
To increase the % of matched Year 5 students achieving greater than or equal to expected growth in NAPLAN 2012 in Reading by 2.5%

**Strategies to achieve these targets include:**

- Build teacher capacity through consolidation and implementation of Focus on Reading strategies including Vocabulary in line with the National Curriculum in English.
- Build teacher capacity through Executive leading Stage Meetings with clear focus and creation of viable guaranteed curriculum. (Backward mapping, Big Ideas, Content, Scope and Sequence, Assessment for Learning)
• Build teacher capacity through staff meetings in SMART data analysis, whole school plans, stage plans, explicit teaching of Reading, Assessment for Learning strategies, use of the class learning plans (K-6 literacy Continuum) and differentiation of the curriculum.

• Executive trained in prioritising Grammar” who will then provide professional learning in Stage teams.

• Consolidating change through the development of a Literacy Committee with a focus on professional learning around the National Curriculum understandings.

School priority 2

Outcome for 2012–2014

• Improved student attainment in line with Regional/ State and school targets in all areas of numeracy.

• To build student capacity to understand what is being asked and to use a range of strategies when working mathematically including a focus on a reliable count, knowledge of tables and place value.

2013 Targets to achieve this outcome include:

To increase the % of matched Year 5 students achieving Greater than or equal to expected growth in NAPLAN 2013 in Numeracy by 2.5%

Strategies to achieve these targets include:

• Build teacher capacity through implementation of Go Maths with a focus on the use of the numeracy continuum and differentiation.

• Promote engagement of students through use of Smartboards with the Go Maths Program and extension programs.

• Developing student confidence through preparation of students through a NAPLAN 8 week Preparation including Newman’s Error Analysis.
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.

Kerry Kurtz – Principal (rel)
Shauna Stoker – Highly Accomplished Teacher
Nicole Chegwyn – Assistant Principal
Anne Doak – Relieving Assistant Principal
Cheron Mort – Assistant Principal

School contact information

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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:


Book Week