This year we welcomed Mr Clothier and Mrs Lawrence as permanent members of staff replacing Mr Coutts and Mr Clare. We also welcomed Mrs Stoker who was appointed through merit selection to the Highly Accomplished Teacher position. Miss Chaffey and Mrs Lockwood have been here on a temporary basis sharing a class.

The majority of the teaching staff completed an in-service course based around reading comprehension skills. This involved a lot of work outside normal teaching hours but was very worthwhile. This fitted well with our partnership program where comprehension was identified as an area needing improvement in all grades K-6.

A qualified gymnastics teacher was engaged for all of term 3 to instruct the students in gymnastics skills. Each Wednesday classes took part in a 40 minute lesson. 98% of the students took part and from all accounts was a huge success. The teachers accompanied their classes and were able to build their skills with the hope that in future we will be able to offer gymnastics on a rotational basis during sport.

We have had another successful year with students participating in a range of activities in the sporting, academic and cultural areas.

This report outlines our successes throughout 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kaye Lewis

P & C message
GIRLS SUMMER UNIFORM

One of our most significant achievements throughout 2011 has been the change to our girl’s summer uniform. The current uniform has been in existence for a number of years. After numerous discussions with parents, teachers and students it was decided to implement a new design and fabric pattern. These wonderful new dresses will be integrated into our school throughout 2012 and 2013. Some of the students are already wearing this uniform and they do look lovely. We express thanks to our clothing pool co-ordinator who put in numerous hours sourcing garment sample from a large number of suppliers.

FUNDRAISING

Throughout 2011 we held numerous events including an art show, sausage sizzle, garden day along with raffles. Through a lot of hard work from many committee members, our P & C was able to contribute $8000 to our school. With this we were able to use $6000 towards purchasing 10 iPADS and covers to help the students stay in touch with the ever changing technology. The P&C also donated $2000 for home readers and L3 resources.

BREAKFAST CLUB

During the past year our local IGA store donated $1000 towards starting a Breakfast club here in the school. A lot of preparation has been underway to ensure the committee will have this club available to the students as soon as possible.

THANK YOU

Thank you to everyone who gave their time to help the Kootingal P & C over the last twelve months. Thank you also goes to all the executives past and present, sub-committees, clothing pool & canteen co-coordinators, sponsors, donors and the KPS teaching staff.

Thank You

Vicki Appleby - P & C President

Student representative’s message
2011 has been a great and rewarding year for both Bo and myself. We have enjoyed the opportunities and responsibilities, the chance to encourage students, help others when needed and represent our school. We thank everyone for the opportunity.

The events that we will remember most include laying a wreath at the Dawn Service in Tamworth to help keep the Anzac Spirit alive and the Impact Leadership Conference which the vice captains attended with us. This conference had many different fun activities and helpful tips for us to implement and help with our leadership skills.

We have enjoyed and were proud to be 2011’s school captains and have the chance to lead our fellow students throughout the year. We are looking forward to our end of year excursion to Lake Keepit and our Year 6 farewell.

We would like to wish the 2012 school captains and vice captains all the very best.

Thank you

Georgia Taggart and Bo Simpson

School context

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

Student enrolment profile

We began the year with 186 students, consisting of 89 boys and 97 girls. There were 79 students in K-2 and 107 students in 3-6. By term 3 our enrolments had decreased slightly by 3 to 183.

12.3% of students identify as Aboriginal and 5 students receive special funding.

The 186 students were divided between 8 classes, 5 composite and 3 straight classes.

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.

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.
**Structure of classes**

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1J</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2R</td>
<td>1</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>K/1J</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1/2R</td>
<td>2</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>2/3C</td>
<td>2</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>2/3C</td>
<td>3</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5WM</td>
<td>4</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>4/5WM</td>
<td>5</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4 full time</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.336</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher/librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>2 (part time)</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>2 (part time)</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>17.055</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Kootingal Public School, one staff member identifies as being of Indigenous decent.

**Staff retention**

During 2011 we had three new teachers and a part time School Administration Officer appointed. Mr Coutts and Mrs Richmond retired and Mr Clare took a promotion. Mrs Mort became the Assistant Principal and Mrs Lawrence and Mr Clothier were appointed to take up the teaching positions. Mrs Morrish shared a class with Mrs Ward, Mrs Lawrence shared with Miss Chaffey and Mr Ramadge shared with Mrs Lockwood while he trained as a Reading Recovery Teacher.

**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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>89759.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>108543.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>125027.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60114.32</td>
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<tr>
<td>Interest</td>
<td>6572.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10232.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>400251.61</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas: 18710.20
Excursions: 20862.70
Extracurricular dissections: 19688.22

Library: 3118.82
Training & development: 212.87
Tied funds: 12365.65
Casual relief teachers: 25756.51
Administration & office: 22304.81
School-operated canteen: 0.00
Utilities: 21907.63
Maintenance: 9858.41
Trust accounts: 10558.76
Capital programs: 32400.38
Total expenditure: 308918.96
Balance carried forward: 91332.65

A full copy of the school’s 2011 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 2011

Achievements

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
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.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.5</td>
</tr>
<tr>
<td>Writing</td>
<td>96.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.7</td>
</tr>
</tbody>
</table>

**The Arts, Sport and other school programs**

**Arts**

**Festival of the Wind**

In September we celebrated The Festival of the Wind by having a kite flying day. The year 6 students helped kinder students to make their kites and some very patient mums helped sew kites for the older children. The day also involved the SRC selling donuts and the canteen had a sausage sizzle at lunch time. Mr Doak demonstrated his kite flying skills and then all the students had a turn with their own kites. It was a lot of fun and the sky was full of colour over our school.

**CAPA groups**

During term 3 the classes from years 2-6 participated in CAPA groups. The students rotated around activities such as dance, singing, garage band, recorder, drama, debating and public speaking. It was very enjoyable and teachers liked meeting and teaching students from other classes.

**Choir**

Our school choir was led by Mrs Lawrence and Mrs Stoker and they have done a wonderful job teaching the songs during lunch times. Members of the choir have had many opportunities to perform this year and included our open day assembly, Principal’s meeting and at grand parents day.

**Guitar**

A small group of students turned up each Tuesday before school to take part in guitar lessons with Mr Gary Lee. This is available for students in years 2-6.

**Art exhibition**

This year for the first time The Pumpkin Festival organisers ran an art show.

Four of our students, Georgia Taggart, Jasmine Hill, Tennika Hertner-Warren and Taniesha Appleby had their art work chosen to exhibit and were awarded equal first place in the schools section. Tennika Hertner-Warren entered her own painting called ‘Wisteria’ and took out first prize in the junior section.

**CWA**
Each year the CWA encourage us to help celebrate a country. This year the country was Iceland and our classes had a lot of fun researching Iceland and putting together their PowerPoint presentations and projects. Kindergarten made the flag with their contribution being judged the best and they won a book for their effort.

Sport

Premiers Sporting challenge/ Leadership

Twelve students were selected from years five and six to participate in this year's sporting leadership day held at Oxley High School. The aim of the day was to develop student interest in organisational and leadership roles through Sport. The sporting leaders conducted lunchtime activities during Term 2 for all Kootingal students to participate in.

Gymnastics

During term three our school took part in a specialised gymnastics program in the school hall. The program focused on teaching the students the skills of gymnastics and was well enjoyed by both the students and teachers. It was incredible to see the development of the students during the program.

PSSA teams tennis, cricket, netball, touch, rugby league

This year we entered teams in cricket, football, netball, rugby league and touch.

PSSA CRICKET

The open cricket team had a win in a close game against Nemingha in the PSSA knockout competition on Thursday 24th February. Well done to all the boys and Shiona on not only winning the game but the spirit in which it was played.

Netball

Our PSSA Netball girls reached the second round of the knockout competition this year. Our KPS team consisted of Taylah Roberts, Taniesha Appleby, Shiona Flemming, Ashley Bowen, Georgia Taggart, Taylah Roach and Jamie Blackler from year 6 and Maddy Bowen, Kate Pianta and Ella Heeney for Year 5. These girls gave up many lunchtimes to train at school and gel as a team. With only 4 of the girls playing regularly in the Saturday competition, many had to learn how to play the game and their positions in a very short period of time. Our team played Uralla P.S. in Uralla at the end of Term One on a very cool windy day. They won this game 21-6. A few girls played their first game of netball on the day and did a fantastic job. All of the team were congratulated on their strong defence and persistence in attack. Thank you to parents and carers who transported the girls and cheered them on. A special thank you to Mrs Janet Jamieson for also travelling to Uralla and supporting the team as their umpire.

Early in Term Two the KPS Netball team played the second round game against Nemingha P.S. at the Carter Street courts in Tamworth. The Nemingha team was extremely strong, with a few of their players being in rep teams. Unfortunately we lost this game, however all of the girls consistently played their best and made the opposition fight for every goal. It was an extremely competitive game but both teams displayed good sportsmanship. Mrs Jamieson umpired for us again, and helped organize the courts and equipment needed. Thank you.

I am very proud of the 2011 PSSA netball team. They sacrificed lunchtimes, played competitively, showed great team spirit and had fun together, Well Done! Good luck to all 7 girls who are off to high school next year. We'll need a new bunch of great girls to fill your shoes in 2012.

Sharon Ward

Tennis

Congratulations to the Tennis team who played in the second round of the Tennis knockout competition after defeating Oxley Vale Public School in the first round. The team was defeated 6 - 2. The team consisting of Ella Heeney, Shiona
Flemming, Alex Thompson and Lincoln Williams are to be commended on their sportsmanship and team spirit. Well done tennis players.

Soccer

Our first game was against West Tamworth Public School. It was a good game and both teams played well. Kootingal was the winner with the final score at 6-1.

The second game against Nemingha Public was a very close game as one team would score then the other team. The game had to go into extra time but no one scored. Our team won on corners so that lead us to the third round.

In the third round the team was pumped and ready to play. The game was against South Tamworth. We knew that they were the team to beat. So with heads held high the game began, but they just kept popping those goals in. This year was the first year for a very long time that our school soccer team has made it to the third round. So three cheers to the Kooty Kids for a job well done. Thank you to all the parents that helped with transport, without the parents we would not be able to attend these games.

By: Georgia Taggart (Captain) and Hollie Taggart (Vice-Captain)

Athletics, cross country, swimming carnivals

In 2011 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.

Results from the carnivals were as follows:

Swimming Champions and Runner Ups

Junior Champions: Ella Hemmings, Jye Taggart and Jason Dunn

Junior runner up: Madison Roach

11 yr Champions: Ella Heeney and Cody Roberts

11 yr runners up: Taylah Roach and Jack Pike

Senior Champions: Georgia Taggart and Jake Taggart

Senior runners up: Taylah Roberts and Cameron Dunn

21 students from our school competed at the zone swimming carnival in Tamworth this year. Georgia Taggart was named senior girl champion at this carnival and Jason Dunn was the junior boy runner up. Our school also received runner up in the B school division by 1 point. Of the 21 students who competed, 13 were selected to compete at the Regional Swimming Carnival in Armidale. Georgia Taggart was selected from this carnival to represent our region at the State Swimming Championships in Sydney.

Cross Country Carnival

8/9 years boys

1st: Dylan Eyles  2nd: Noah Hession

8/9 years girls

1st: Brooklyn Williams  2nd: Madison Roach

10 years boys

1st: Hayden McGregor  2nd: Jye Taggart

10 years girls

1st: Kate Pianta  2nd: Ella Hemmings

11 years boys

1st: Tom Cocking  2nd: Jake Pike

11 years girls

1st: Ella Heeney  2nd: Taylah Roach

12/13 years boys

1st: Lincoln Williams  2nd: Travis Stevens

12/13 years girls

1st: Georgia Taggart  2nd: Taniesha Appleby

The first four runners in each age division at our school Cross Country qualified to attend the Zone Cross Country Carnival in Barraba. Seven students

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By: Georgia Taggart (Captain) and Hollie Taggart (Vice-Captain)
from our school were selected from this carnival to attend the Regional Cross Country Carnival in Coolah. Madison Roach and Brooklyn Williams also won the junior girls team event at the zone carnival.

Lincoln Williams and Ella Heeney gained selection in the North West Cross Country team to compete in Sydney following the Regional Cross Country event in Coolah.

Following the State Cross Country Carnival, Ella Heeney gained selection in the NSW Cross Country team to compete in Canberra.

Mr Ramage and Mrs Lewis took a large team selected from our school carnival to attend the Regional Cross Country Carnival. Kootingal Public School had a very successful day with a number of students achieving personal best times, jumps or throws. At this day Kate Pianta was named Junior Girl Champion and Ella Heeney 11 Year Girl Champion. Our school also won the ball games and the overall points score for P3/P4 schools. Twelve students from our school attended the Regional Athletics Carnival. Three students, Kate Pianta, Ella Heeney and Taniesha Applebly were selected to compete at state level in Sydney. Kate Pianta was also named Junior Girl Champion and Ella Heeney set a new regional record in the 11 years 800m.

North West team selections (Swimming, Cross Country & Athletics selections have been included in the above reports)

Ella Heeney was selected in the North West Tennis Team to play in Sydney at the state titles.

Georgia Taggart and Ella Heeney gained selection in the North West Soccer Team.

Bo Simpson (cricket) and Jake Taggart (Rugby League) gained selection in the Tamworth Zone teams from their selected sport.

Other School Programs

Premiers Spelling Bee

Each year Kootingal Public School holds the Premiers Spelling Bee to encourage students to understand the importance of spelling. This year our school results were as follows:

The overall winners in the junior division Years 2 - 4 were 1st Bailey Pinnock, 2nd Jye Taggart, 3rd Kye Simpson.

In the senior division Years 5 - 6, 1st Braedyn Brown, 2nd Teagan Corbett, 3rd Hannah Gordon.

The first two students in each division went on to the Tamworth schools competition which was held
at Oxley Vale Public School on the 19th October.

On Monday 19th September four of our students attended the Regional Premier’s Spelling Bee at Oxley Vale Public School. At this event, Jye Taggart made it to the 4th round, Bailey Pinnock made it to the 3rd round, Braedyn Brown made it to the 4th round and Teagan Corbett made it to the 5th round, which placed her 5th overall. I would like to congratulate each of these students for representing our school at this event.

Northern Daily Leader Spelling competition

Braedyn Brown, Hannah Gordon, Aylssa Flemming and Max Francis competed in the first Northern Daily Leader Challenge Cup in Spelling. They were successful in winning this competition. Each student received a gold medal and also some resources for our school library.

Excursions

Port Macquarie

Year 3 and 4 headed off to Port Macquarie early in the morning with Mr Clothier, Miss Rummery, Mrs Stoker, Mrs Knight, Mrs Pike, Mrs Roach and Mrs Hyson. First stop was Apsley Falls.

Apsley Falls was loud, huge, deep, tall, giant and impressive. We had recess there. Luke Deasey

The Koala Hospital had amazing Koalas. Many had a disease called wet bottom. Some had been hit by cars or fallen out of trees. The volunteers care for them until they are better and then they are let go in the bush again. Brock Bayes.

The Port Macquarie Museum was my favourite because the ancient artefacts really interested me. The guns looked really dangerous and the well was so big and deep. The boomerangs the Aboriginals used for hunting, looked hard to use and the olden day clothes looked easy to rip. Everything was really interesting but what I liked the most was Captains Cook’s sword. Archer Croft

Our camp had a great playground with basketball and tennis court and a pool. The food was yummy! Mitchell Magill

On Thursday we went camel riding on Lighthouse Beach. It was my favourite thing to do. We rode with a partner, shortest at the front. It was a bit scary getting down! We played in the sand while we waited for our turn. Olivia Coppola-Smith

Sea Acres Rain Forest was interesting. We saw lots of different things there. We saw trees that had another tree strangled around them as well as goannas and we learnt about bush tucker. It was cool and peaceful in there. Madison Roach

The Boat Cruise with the boom net was fun but scary! We all had a great time. A pod of dolphins followed the boat and swam under the boom net and the children in the net felt them swim underneath them. Brock Lambert

Timbertown was really fun. We got to see bullocks move a big log in a figure of eight. We also got to go on a really cool steam train, shop in the gift shop and walk around the houses and see how it was in the olden days. Cameron Barber

Lake Keepit

On Monday 17th October year 5 and 6 went to
Lake Keepit for a week. When we arrived we all settled into our cabins, and then went to the bull pen - which was a big verandah where we all meet. We divided into 2 groups.

Some of the activities that we did were archery, rogaining - finding things using a map, low ropes - balancing and climbing, geocaching - finding things using a gps, giant swing - we had to wear a helmet and a harness, rock climbing and damper cooking. We had to walk 1 1/2 km to get to where we made the damper, but it was worth it. The damper was so good. We made the damper on sticks and had it with golden syrup - YUM!

Some of the water activities that we did were canoeing, kayaking, raft building and sailing. Everyone talked about the giant swing. Mrs Mort had lots of fun on the giant swing too.

Every night we did something different. We had a dance party, stunts and games night, mini Olympics and country fair - everyone thought the country fair was the best. At the fair, we had ten pin bowling, tattoo shop, hair dresser, fairy bread, nail painting, mini golf, massage shop, skittles, horse racing, biscuit and drink shop and a dice game. We had to work as a team to see which stand made the most money (just pretend, of course). The biscuit stand won.

We would all like thank Mrs Mort, Mrs Morrish, Mrs Ward, Mrs Hicks, Mrs Taggart and Mr Thompson who helped to make this the best excursion ever!!!

By: Katie Magill

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, which are considered quite difficult.

Science Results
Alyssa Flemming (year 5) – Credit

Writing Results
Alyssa Flemming (year 5) – Credit

Spelling Results
Braedyn Brown (year 6) - Distinction
Max Franics (year 5) - Credit
Bailey Pinnock (year 3) – Credit

Computer Skills Results
Braedyn Brown (year 6) – Credit

Mathematics Results
Braedyn Brown (year 6) - Credit
Alyssa Flemming (year 5) - Credit
Kate Pianta (year 5) - Credit
Brendan Hobden (year 5) - Credit

ANZAC Day

It was lovely to see so many students from our school participating in Kootingal’s ANZAC Day March. It is humbling to know that the meaning of ANZAC Day is not being lost and that many generations can come together to pay tribute to the many men and women who have served and still serve in our Armed Forces. Our school captain’s Bo Simpson and Georgia Taggart also attended the Tamworth Dawn Service and laid a wreath on behalf of our school.

Grandparents Day
The children are always excited on Grandparents Day. They love showing off their classrooms, the work they are doing and how clever they are at using technology. This classroom visit was followed by an assembly where classes performed items and awards were handed out.

**Tree Day**

Once again the school celebrated Tree Day by planting trees around the playground. We were able to replace some of the trees that died during the drought. The local council donated the trees.

**Clean up Australia Day**

The students and teachers donned hats and gloves and set out around the community to pick up rubbish. Unfortunately there seems to be the same amount of rubbish each year. This is an important event and teachers follow this activity up in class with lessons on looking after our environment.

**Reading Recovery**

Reading Recovery has been running in our school for 15 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 seven students completed reading recovery instruction. In semester one, 3 students exited the program reading at level 16 or above. In semester two, 4 students exited the program at reading level 16 or above.

**Values/Respect and Responsibility**

The school continued to implement the “You Can Do It” program in 2011. This program teaches students to be confident and persistent in their learning, to be organised and resilient as well as how to get along with others in the school and community.

**Writer of the Week Awards**

This year we targeted writing as one of the areas we wanted to improve. To promote writing Mrs Stoker introduced a “Writer of the Week” Award. Each month a student’s work was selected and it was then read to the students at an assembly to demonstrate a piece of quality writing.

Students who received this award were then photographed and had their piece of writing put on display for other people to read. This award has motivated other students to write quality pieces of work. They have come to understand that quality is more important than quantity.

**Education Week Awards**

During Education Week each year, we are able to recognise a number of people from our school and community who have made a huge contribution to our school. This year the following people were awarded this honour.

**Braedyn Brown** received an award for his excellent academic achievements and also for his effort in helping students with their learning. Braedyn runs a computer group at lunch time introducing younger students to new websites and games to assist them both at home and in the classroom.

**Tara Dunn** received an award for her contribution
to the P&C. Tara has run the uniform pool for the past couple of years and also helps out in the canteen. She has been an active member of the P&C over many years. Tara also does a fantastic job in the office working two days each week. One of Tara’s responsibilities is the newsletter you receive each week.

Nicole Chegwyn is an outstanding teacher who is very caring of her students and ensures they have a positive and rewarding start to school. Nicole is hard working and very supportive of other teachers. She holds the position of Assistant Principal and is very well organised, friendly and parents find her very approachable. I certainly appreciate the time and effort she puts into her job.

Vicki Betts received the award for a community member who has contributed to the school. For a number of years Vicki was a member of the School Council. She has assisted teachers in the classrooms, in the canteen and is the first to offer to cook for special occasions. Vicki also helps out with the student banking.

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.

Significant programs and initiatives
Aboriginal education
This year we were delighted that one of our students received the leadership award for primary students at the Giyanha Dirrabu Murri Awards held in Moree. Georgia Taggart has been a wonderful school captain and led the SRC very well.

As part of NAIDOC Week celebrations 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.

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 have improved their knowledge of Smart Board technology and have trialled 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 2011 targets

Target 1
Increase the percentage of Year 3 and Year 5 students in the proficient bands in Reading and Writing by 5% each year until they are in line with state averages.

Our achievements include:
- 29% of Year 3 students are reading at a proficient level.
- 26% of Year 5 students are reading at a proficient level.
- Year 5 students reading at a proficient level increased by 4% in 2011.
- Year 5 students were close to achieving our target for 2011.
- 45% of Year 3 students reached proficiency.
- Year 3 students writing at a proficient level increased by 13% in 2011.
- 11% of Year 5 students reached proficiency.
- Year 5 students writing at a proficient level increased by 7% in 2011.
- Both years exceeded our 2011 target.

Target 2
Increase percentages of students in Year 3 and 5 in the proficiency bands by 5% each year until results are in line with state average in Numeracy.

Our achievements include:
- Year 3 students working at a proficient level in Numeracy increased by 19%. This exceeded our target of 5% for 2011.
- Year 3 students working at a proficient level in Numeracy increased by 19%. This exceeded our target of 5% for 2011.
- Year 5 students working at a proficient level increased by 3% in 2011.

Target 3
Increase by 7% the number of students achieving in the proficiency bands, average of all areas from NAPLAN data over the three-year period from 2011-2013.

Our achievements include:
- 2011 NAPLAN data shows a 6.2% increase of students achieving in the proficiency bands average across all areas. We are in line to achieve our three year target.
- The percentage of students achieving in the proficiency bands across all areas of NAPLAN improved from 19.4% in 2010 to 25.65% in 2011.

Target 4
Improve the engagement of students from 58% in 2009 to 65% in 2011.

Our achievements include:
- In 2011 we achieved beyond our target of 65% in measuring the engagement of all students.
- The percentage of students on task was 71%. This is a 6% achievement above our target of 65%.
Target 5

Increase the percentage of students achieving greater or equal to expected growth in Year 5 Spelling in NAPLAN by 20% over the three year period from 2011-2012.

Our achievements include:

• Year 5 students showed an improvement of 6.3% in 2011. This is in line with our target for 2013.
• 31.3% of Year 5 students achieved greater than or equal to the expected growth in Spelling.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of supervisory practices and of Professional Learning – specifically Focus on Reading and writing.

Educational and management practice

Supervisory practices

Background

We chose to evaluate supervisory practices because of our school receiving a Highly Accomplished Teacher (HAT) this year and we were unsure of the exact role this staff member took inside the school, as the Department of Education and Communities had not yet set a role statement for this position. We also wanted to ask the staff to respond to the supervisory practices of the executive staff keeping in mind that we have accountability requirements to follow as well as the fact that members of the executive do not get official time specifically for supervision.

Findings and conclusions

Findings from the staff think tank and interviews included:

• Staff felt they were overloaded with Staff Meetings while doing Focus on Reading. They would like to concentrate on this.
• Staff didn't want Professional Development when Focus on Reading was occurring as they felt that there was too much to take in and they didn't have enough time to focus on the tasks for Focus on Reading.
• Agendas for stage meetings were good.
• Would prefer a stage meeting every fortnight and a memo the off week.
• Stage meetings flowed well and staff liked getting through the agenda.
• Staff liked stage appropriate professional learning at stage meetings.
• In regards to programs, staff would like a combination of walk through and written feedback. They also thought the sharing of programs would be good.
• When asked if teacher expectations were clear, staff responded that they felt expectations were clear but would like to go through these again at beginning of each year as a revision and also for new staff.
• In regards to class visits as part of the TARS process; Teachers commented that they get stressed about this however know that the process must occur. They like it when supervisors come in and join in with lessons and groups as it makes it less threatening. Staff don't mind AP’s coming into classrooms.
• In regards to how the staff feel about the roles and responsibilities within our school; they don't always know what is expected of each role. They would like to have all roles listed in difficulty and executive to decide on roles and share the roles around as some people do the same jobs every year.
Staff felt that they received good feedback during the 3 way TARS process with supervisors and the principal.

Staff felt that they received good feedback and follow up from supervisors. They appreciate the job supervisors do and the good relationships they have developed with staff.

Future directions

- Revise and develop staff role statements.
- Look at Professional Learning as well as Staff and Stage Meeting set-up and refine the process.
- Allow teachers time to visit other teachers’ classrooms.
- Share programming resources and things we are doing well in our rooms during stage meetings.
- Executive to join in on lessons during class visits.
- Executive to go through roles and responsibilities to ensure fairness.
- Acknowledge staff more for their contributions to the school.

Curriculum

Evaluation of Professional Learning – specifically Focus on Reading and writing

Background

Evaluation of professional learning was extremely important this year as it was our first year as a partnership school, in which we received a HAT (Highly Accomplished Teacher) and $38 000 to use to professionally develop staff and improve student learning outcomes. It was important for us to gauge whether our programs for the year were successful.

Findings and conclusions

From teacher interviews the following findings and conclusions were gained:

- Teachers were aware of the professional development happening in the school and the importance of it.
- Teachers found the practical aspects of professional development excellent however understood why we needed to focus on the theory of research as well.
- Staff felt that they required more time between tasks for Focus on Reading to be highly effective in their classrooms.
- Students were more engaged in the classroom during reading and writing lessons. Students were talking about their learning and reflecting on it and setting higher expectations for themselves.
- Students were participating in more higher order thinking during lessons.
- Staff saw great improvements in student learning and students responding in ways that they never thought they would.
- Support from HAT and executive in implementing reading and writing in classrooms was great.
- Advise from HAT and professional dialogue was fantastic and delivered positively.

Future directions

- More practical professional development would be beneficial, ease back on theory.
- Regular time for support from HAT, maybe ½ to one hour a week to continue fantastic programs in classrooms.
- HAT to be trained in Focus on Reading in order to better support teachers. (HAT is currently training at the same time as other staff members)
- More time to consolidate between Focus on Reading sessions.
- Setting up of book room to support Focus on Reading.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of Kindergarten parents about their first year at our school. Overall satisfaction was extremely high. Parent responses to questions asked are presented below.

- **My child has enjoyed coming to school this year?**
  - 80% strongly agree
  - 13.3% agree
  - 6.7% mostly agree

- **My expectations of Kindergarten have been met?**
  - 53.3% strongly agree
  - 33.3% agree
  - 13.4% mostly agree

- **I am happy with the progress my child has made?**
  - 53.3% strongly agree
  - 40% agree
  - 6.7% mostly agree

- **I have found the staff friendly, available and approachable?**
  - 73.3% strongly agree
  - 20% agree
  - 6.7% mostly agree

- **My concerns or requests have been followed up by the staff?**
  - 75% strongly agree
  - 25% agree

- **My child adapted to school life easily?**
  - 46.6% strongly agree
  - 20% agree
  - 33.4% mostly agree

- **My child enjoyed having and was supported by their buddy?**
  - 46.6% strongly agree
  - 33.4% agree
  - 20% mostly agree

- **My child easily managed the homework?**
  - 40% strongly agree
  - 33.3% agree
  - 26.7% mostly agree

**Comments from surveys**

As a parent what were the challenges you faced with your child starting school?

- Transition to school; social behavior; very happy with school and my child’s progress; personalities of other students; communication of school events; separation; socializing; no challenges - we have had a very pleasant start to Kindergarten; the Kindergarten process is a credit to Kootingal Public School and it’s wonderful teachers; costs; worried about interactions with other students.

Any other comments that you think are relevant and which will help our planning for 2012?

- Send home more writing exercises; amazing teachers; clearer understanding of homework requirements; difference between pre-school and Kindergarten – how to bridge the gap; introducing parents to the P&C; have buddies come to a classroom visit before they go with them on Orientation Day.

**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 One: Literacy
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.

2012 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: Completion of training, consolidation and implementation of Focus on Reading – Vocab (1 term) Phase 3 Executive and staff over 2 terms (Terms 2 &3)
- Text Sets to support teaching of Focus on Reading
- Build teacher capacity through: Knowledge of Marzano’s 6 step Vocabulary Process. Executive will examine readings and research by Marzano’s and then familiarise staff during stage meetings.
- 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, Student progress)
- Build teacher capacity through: Staff Meetings in SMART data analysis, whole school plans, stage plans, planning and assessment of writing, formative assessment and training in differentiation of the curriculum.
- Build teacher capacity through: Stage Meetings: SMART data analysis, differentiating the curriculum, planning and assessment of writing, formative assessment and training in “Classroom Focused Improvement” Program
- Developing student confidence through: Preparation of students through a NAPLAN 8 week Prep Program in Reading, Writing and Language Conventions
- Initiating change through: the development of a Literacy Committee

School Priority Two: Numeracy
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 tables and place value

2012 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 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 Newmann’s Error Analysis
• Build teacher capacity through the executive leading Stage Meetings with clear focus and creation of viable guaranteed curriculum. (Backward mapping, Big Ideas, Content, Scope and Sequence, Student progress)
• Build teacher capacity through Stage Meetings: SMART data analysis, differentiating the curriculum in Mathematics and formative assessment.
• Promote engagement of students through Learning Walks to give staff feedback of implementation of Go Maths and time on task.
• Developing students confidence through the use peer collaboration to enhance student automaticity of number facts and place value

School Priority Three: Leadership

Outcome for 2012–2014
• Enhanced School leadership capacity for school improvement
• Strengthen teacher capacity to improve learning outcomes

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

Strategies to achieve these targets include:

• Build teacher capacity through Instructional Leadership – Develop knowledge, skills and practices of executive in line with current research and best practices surrounding instructional leadership
• Attendance at 2012 HBE Conference Melbourne x 3 executive
• Build teacher capacity through Creating a Professional Learning Community for Executive and interested staff. (Professional Reading Group) incorporating the use of ICT
• Build teacher capacity through staff workshops. Executive will examine readings and research on: Learning Walks, Marzano’s 6 Step Vocabulary Process, Formative Assessment and Data – Use of data in Classroom Focused Improvement Process (CFIP)
• 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, Student progress)
• Build teacher capacity through executive leading implementation and embedding of Focus on Reading
• Build teacher capacity through executive conducting at least one learning walk per term
• HAT Professional Learning

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 Chegwyn – Relieving Principal Term 3 & 4 (Assistant Principal)
Shauna Stoker – Highly Accomplished Teacher
Anne Doak – Relieving Assistant Principal
Cheron Mort – Assistant Principal

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