

Coolamon Central School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Coolamon Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Beer

Principal

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Message from the Principal

The 2016 year has been busy for the staff and students at Coolamon Central School. I would like to thank all those who have contributed this year:

- the P&C for all their time, effort and fundraising
- the students for their hard work and dedication toward their learning
- the parents and wider community for their participation in and support of the numerous school activities that were run throughout the year
- the staff for their tireless efforts and desire to instil lifelong learning strategies within our students.

The school has participated in many cultural events this year including:

- NAIDOC celebrations with the involvement of the indigenous community
- Harmony Day which involved dancing, cooking, games and music
- Many students received Proud and Deadly awards
- The school competed in Sydney in the NSW NAIDOC debating and are once again the state champions.
- The ANZAC Day march with over 120 staff and students marching at two locations.

Extra-curricular activities have been popular amongst the students with many events taking place, such as the annual excursions, public speaking, debating, talent quests, university visits, dance and choir, leadership programs, various wellbeing days, sporting events including cricket, bowls, soccer, rugby league, AFL, cross country, athletics, swimming and the 'learn to swim' schools.

None of this could go ahead without the students' involvement and assistance from parents. Staff and students have worked tirelessly to raise funds for various charities and to provide fun activities for students in the school. A big thank you is extended to the SRC and the teachers who coordinated these groups and activities.

As always, volunteering and the Duke of Edinburgh's Award have been a fantastic part of the school working together with the community. The staff organising these events have done a fantastic job. The Food Technology and Hospitality classes have been busy this year hosting various events for the community and local events. Students have volunteered their time to assist the elderly at Allawah Lodge in Coolamon. Senior students have been involved in Rotary's Driver Awareness Program. The primary students enjoyed visits from Healthy Harold.

I am proud of the academic, cultural and sporting achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for them.

School background

School vision statement

All students are inspired and motivated to learn, discover and critically analyse their knowledge and to become informed citizens of the future.

School context

Coolamon Central School is a Kindergarten to Year 12 school located approximately 40km North West of Wagga Wagga. The school is set in a rural community and draws on a number of smaller primary schools in the area. The school has a stable enrolment of over 300 students. The school has a 7% indigenous population and promotes knowledge and understanding of other cultures and traditions.

Our school has a proactive Parent and Citizens Association. We have specialist teachers and rooms for Art, Music, Wood Techniques, Hospitality and Science. Our Primary and Secondary students, along with other local schools have the opportunity to use these 21st Century facilities.

The school's physical location enables staff and students access to the town facilities within a one block radius including the swimming pool, football ovals, touch and soccer fields, netball courts, tennis courts, golf course, bowling greens and the Kindra State Forest walking area. The school has a second site with an agricultural plot, athletics track and cricket pitch.

Coolamon Central School students actively engage in many sporting and extra-curricular activities such as; debating, public speaking, choir, eisteddfods, performing arts presentations, curriculum based competitions, excursions and cultural events.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, other school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the **Learning Domain**; for the elements of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting our school is working at the Sustaining and Growing level. Positive and respectful relationships are evident among students and staff, promoting wellbeing and ensuring good conditions for student learning. Attention to individual learning needs has been another component of our progress throughout the year. The school encourages students to recognise and respect cultural identity and diversity through activities such as NAIDOC Day, Harmony Day and working in association with the local AEGC and Aboriginal elders.

In the element of Student Performance Measures the school is at the Delivering level. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. We have successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

In the **Teaching Domain**; for the elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards the school is at the Sustaining and Growing level. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership and leadership practice. The teaching

staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence based teaching strategies. Our major focus has been on professional learning teams that provide staff members with the opportunity to plan, teach and grow in each of our stages. Importantly, staff are developing their own evidence-based practice through their reflections and evaluations of collective work.

In the **Leading Domain**; for the element of School Resources our school is working at the Excelling level. The succession planning, leadership development and workforce planning are designed to drive whole school improvement. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school.

In the elements of Leadership, School Planning, Implementation and Reporting and Management Practices and Processes the school is at the Sustaining and Growing level. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Both the students and the community are provided with the opportunity to provide constructive feedback on school practices and procedures. The leadership team has been successful in leading the activities outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of the next steps are outlined in the following pages of this report. The use of our own self-assessment processes will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students, Parents and Community Engagement

Purpose

To engage and build strong relationships between students, parents and the community to ensure every student and their family is a valued member of the school.

Overall summary of progress

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. All teaching staff understands that student engagement and learning are related, with the school communicating priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Active and increased community engagement, participation and awareness to foster a collaborative environment resulting in successful learning.	Improved parent/community communication: new information booklet for parents, Facebook, emailed newsletter, community Liaison officer Increased parental attendance at school events: Y7 Transition evening, visiting performances, Education Week activities, ANZAC participation, NAIDOC, Parent Teacher nights and P&C	\$5000 (using Aboriginal Background funding) \$11000 (using socio-economic background funding)
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	Continuation of the Links to Learning Program. (<i>A joint venture with Coolamon Shire Council Funded by the NSW government</i>). Feedback from the local council, community organisations, parents and the students involved was very positive. Staff training and implementation of wellbeing programs: MGoals, Peer Support,	\$4000 (using socio-economic background funding)

Next Steps

- Continue to build on and increase community engagement, participation and awareness to foster a collaborative environment resulting in successful learning. Build on these positive and respectful relationships across the school community to underpin a productive learning environment, and support students' development of strong identities as learners.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Ongoing tracking of student Learning Support and Wellbeing interventions.
- Continue to encourage collaboration between all staff so as to effectively communicate and deliver key reforms in

partnership with students, parents and the community in the context of local decision making.

Strategic Direction 2

21st Century Citizens/Learners

Purpose

To work together as a learning community to build the capacity of all students to achieve their full potential, personal goals and lead successful lives in the 21st Century.

Overall summary of progress

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Coolamon is involved in both secondary and primary school Community of Practices. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students and develop 21st Century learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students, staff and parents actively engage in and support the schools educational priorities through online community partnerships and engaging learning opportunities.	Continued training in and implementation of the How2Learn program across the whole school and linking the welfare system to the H2L dispositions. All Stages 1–3 staff are trained in the use of PLAN and are plotting their students on the Literacy Continuum. Stage 4 English teachers have begun the continuum plotting for Stage 4 students.	8,000 (using socio-economic background funding) 4,000 (using Aboriginal background funding) 13,000 (using Equity funding)
All teachers' utilising technologies to maximise 21st Century learning opportunities for students.	Improved technological facilities and understanding of technological requirements throughout the school: technology audit, Sentral implementation and training, Cyber safety workshops with the Police Liaison Officer. The school has converted to become an ETFL school to improve the output and consistency of our technology. The purchase of a set of classroom laptops to improve staff and student access to technology.	28,000 (using socio-economic background funding)

Next Steps

Continue with the up skilling of staff in 2017 as it complements our school plan and strategic directions:

- Beginning teachers are continuing to be given opportunities for professional growth and development.

- Continue with the collaboration and resource development to integrate How2Learn, ALARM and 21st Century teaching and learning strategies.

Continue to develop programs that:

Increase the skill capacity of our students to solve problems and communicate effectively using ICT and, multimedia and visual technologies.

- Allow students to demonstrate increased confidence and competence in their knowledge and understanding of the implementation of technology in their learning.
- Apply the existing technological skills of parents and community members to strengthen learning outcomes of our students.

Strategic Direction 3

Raising Expectations and Enhancing Student Learning

Purpose

To actively develop a school-wide collective responsibility for students learning and success with high levels of student and staff engagement in meaningful, challenging and future-focused learning experiences.

Overall summary of progress

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning. Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Wellbeing Policy.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. The staff building their Professional Development Plans to incorporate the teaching strategies of How2Learn and ALARM. The school encourages students to recognise and respect cultural identity and diversity. School staff maintains currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Highly engaged learners that are achieving their potential at stage clusters on the literacy and numeracy continuums and achieving personal goals that develop academic success.	<p>2016 saw the ongoing development of the Learning support team and specific programs:</p> <p>PLPs for ATSI students were on updated Sentral, making them electronically available to all staff after meeting with parents</p> <p>IEP's, Risk Management Plans and alternative for all students with special needs has led to a decline in the suspension rate. These are also now stored electronically on Sentral.</p> <p>A retired English teacher has been tutoring Y11/12 Aboriginal students with the focus on literacy.</p> <p>Coolamon Central has become involved in two Community of Schools projects:</p> <p>The Cootamundra Patch of high schools which has led to a closer coordination in learning programs and assessments.</p> <p>The school has combined with its partner primary schools to work closely to improve literacy and numeracy as well consistency in assessment and transition to Year 7.</p>	<p>19,000 (using Aboriginal background funding)</p> <p>10,000 (using socio-economic background funding)</p> <p>100,000 (using Equity funding)</p> <p>3,000 (using English language proficiency)</p> <p>\$900 (using Refugee funding)</p> <p>29,000 (using disability funding)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A highly skilled, responsive and diverse workforce where staff members understand and value individual learning differences and contribute to and maintain a culture of high expectations.	<p>The staff is now skilled in the development and purpose of their PDP's:</p> <p>All Secondary Staff have undertaken ALARM training and the majority are now implementing this technique in the classrooms</p> <p>All staff have undergone training in the analysis of NAPLAN results in order to improve teaching programs.</p> <p>Evaluation of the primary school reading programs including: Focus on Reading, MiniLit, MultiLit, L3 and Reading Recovery.</p> <p>Using this information and input from other successful schools to develop and improve our literacy programs.</p>	<p>11,000 (using socio-economic background funding)</p> <p>50,000 (using equity funding)</p> <p>\$2,000 (using Disability funding)</p>

Next Steps

Continue to build on:

- School programs that will differentiate and cater for the needs of identified students groups (ie. Aboriginal Students, gifted and talented students, students with disabilities and learning support needs)
- Implementing a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves their individual and collective wellbeing.
- Students developing positive and reflective attitudes that raise their expectations of academic success and enhance their engagement in learning and positive relationships.

Quality teaching and professional practice will be evident in every learning environment in order to meet the Premier's Priority of improvements in literacy and numeracy results.

- Providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- With the focus on improved teaching methods in literacy and numeracy with professional learning activities such as: Bump it Up, Focus on Reading, 2LS to develop and build staff understanding of effective teaching strategies.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have PLP's and an increasing number of parents were involved in the development and monitoring of these. A close partnership was developed with the local AEGC with regular meetings with Aboriginal parents and carers.</p> <p>Three Year 11/12 Students also received intensive tutoring to help them prepare for their HSC. One of the students had very specialised and intensive learning support needs who welcomed this additional assistance.</p> <p>Aboriginal students in the NAPLAN years were targeted with individual and small group instruction under the Norta Norta program. This individualised approach improved attendance, increased student engagement and literacy skills.</p> <p>Community Events – such as NAIDOC, Harmony Day, and performances were also a great success this year. Staff are still working on the introduction of the MGoals program.</p>	<p>\$5000</p> <p>Strategic Direction 1</p> <p>\$4000</p> <p>Strategic Direction 2</p> <p>\$5269</p> <p>Strategic Direction 3</p> <p>\$3546</p> <p>Norta Norta</p> <p>\$9949</p> <p>Individual tutoring</p>
English language proficiency	<p>Intensive literacy strategies were used with the targeted family to help these students gain English language proficiency while still in their main stream class.</p>	<p>\$3058</p> <p>Strategic Direction 3</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school engagement strategies. SLSO's and specialist tutors were employed to assist students who required specialist accommodations and assistance to help them become more engaged in their learning.</p> <p>Small groups were created in both the primary and secondary schools to allow additional support in literacy and numeracy.</p> <p>Teachers were selected to undertake specialist training programs in Learning and Support and students with special needs.</p>	<p>\$31728</p> <p>Strategic Direction 3</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students funding has enabled additional employment of a specialised Learning and Support teacher to run programs such as Multi lit and Mini Lit to help improve student literacy. It has also been used for the release of teachers to engage in onsite professional development. Many of the primary teachers at Coolamon Central School are in the beginning stages of their career and as such they benefit greatly from this extra support.</p>	<p>\$11,500</p> <p>Teacher relief</p>
Socio-economic background	<p>All staff and school leaders are using their Professional Development Plans to improve planning and teaching. Staff have been up skilled in How2Learn and this has been implemented in both the classroom and the Wellbeing and awards program. Training and</p>	<p>\$15000</p> <p>Strategic Direction 1</p> <p>\$36000</p>

Socio-economic background	<p>implementation of the ALARM program has continued in Stages 5&6.</p> <p>The school undertook a major upgrade in our technology network and training from K–12. This included:</p> <p>Purchase of portable a class set of laptops</p> <p>Improvements in the primary technology room</p> <p>Feedback from the community and parents identified the school as a much more open organisation this year with greatly improved communication methods including:</p> <p>Revamped and emailed newsletter, Facebook, Part time community liaison officer at the school.</p> <p>The continued training and wider use of the SENTRAL data base has been a great advancement for the school enabling a much more comprehensive organisational and wellbeing system.</p> <p>Ongoing support to improve the school's Peer support, transition and community performance and visitation programs.</p>	<p>Strategic Direction 2</p> <p>\$22,000</p> <p>Strategic Direction 3</p>
Support for beginning teachers	<p>Our two Beginning Teachers and one Aboriginal Beginning Teacher were released from class for up to two hours each week, to participate in a range of activities to support the development of their skills and confidence.</p> <p>These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management and student engagement with their curriculums.</p> <p>The teachers were provided with feedback that they were supported in the development of their skills and understandings, and that they felt they were</p>	<p>\$21287</p> <p>Teacher relief</p>
Targeted student support for refugees and new arrivals	<p>Additional learning support to improve literacy.</p>	<p>\$860</p> <p>Teacher relief</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	118	140	135	152
Girls	163	165	148	170

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	92.9	95	92.9
1	93.4	89.2	92.7	94
2	95	92.9	92.3	92
3	96.2	93.3	93.2	92
4	93.6	95.1	94.7	92.4
5	92.4	91.8	94.6	93.2
6	89.2	91.3	94.6	92.5
7	92.5	89.9	93.3	92.2
8	88	91.9	87.4	92.7
9	84	88	88.2	80.1
10	76.8	78.8	82.9	92.1
11	88.2	76.7	84	78.7
12	76.7	82.8	78.5	89.6
All Years	89.1	88.8	90.2	90.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

The school works closely with parents and the local HSLO in order to improve student attendance. The Learning Support and Wellbeing teams identify students that they feel need intervention from the school. A designated Attendance Coordinator follows up on students who have unexplained absences by both phone and letter. The school actively promotes the value on regular on time attendance at school through

its newsletter and Facebook page.

Students who truant are also followed up through our Wellbeing and Discipline policy and their parents are promptly notified.

Class sizes

Class	Total
GARNET	15
EMERALD	17
SAPPHIRE	23
OPAL	26
RUBY	26
DIAMOND	24
TOPAZ	23

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			6
Employment	66	50	17
TAFE entry	34	50	12
University Entry			59
Other			6
Unknown			

Students have entered into a wide variety of university courses including; Arts, Education, Sciences. Students were successful in gaining entry to these courses through the Early Entry Programs offered by universities.

There was keen interest shown by other students in pursuing employment in trade industries. Several were successful in gaining trade apprenticeships and working part time jobs.

Year 12 vocational or trade training

Many of our senior students have engaged in vocational training courses within the school or through TAFE. These include training for various trades or industry training. Subjects undertaken include Hospitality, Construction, Industrial Technology, Primary Industry and Human Services.

Year 12 attaining HSC or equivalent

All seventeen of our Year 12 students attained their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	13.45
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	6.79
Other Positions	3.9

*Full Time Equivalent

Coolamon Central School has two Aboriginal teachers. One is employed in the primary and one in the secondary school. One of them is supported under the Aboriginal Beginning Teacher scheme.

The school and these teachers work closely with Aboriginal elders and our local Aboriginal Educational Consultative group to improve student learning outcomes and cultural understanding.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Staff engaged in many professional learning opportunities throughout the year based on needs of the school, the students, the individual teachers and our School Plan strategic directions.

These training events were in the form of online training conducted at school after hours, courses by both DoE and external providers, networking meeting from staff around the state and local area to provide a wide experience base for staff and specific training to cater to the needs of individual students and the student body as a whole.

Teachers have been upskilled in compulsory areas for training and development, along with areas for development as the school saw the need with students and staff.

Training for 2017 will be ongoing and staff will relate all training and development opportunities applied for back the School Plan.

The staff participated in the following courses:

STLA meetings

Reading Recovery

Emergency Care

ASCIA – Anaphylaxis and CPR training

PLAN and continuum updates

Autism Training and Information session

Premier's Sporting Challenge

Child Protection and Code of Conduct

Classroom management strategies

Sentral training

How2Learn

ALARM

Bridges out of Poverty

Specialist KLA training

Consistency in assessment and reporting.

Three New Scheme Teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation and teachers maintaining accreditation at Proficient.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	334 625.12
Global funds	326 779.45
Tied funds	435 094.40
School & community sources	123 743.57
Interest	10 633.08
Trust receipts	0.00
Canteen	0.00
Total income	1 230 875.62
Expenditure	
Teaching & learning	
Key learning areas	77 455.68
Excursions	48 800.00
Extracurricular dissections	61 078.33
Library	10 433.27
Training & development	11 548.66
Tied funds	440 907.34
Short term relief	50 093.81
Administration & office	67 384.16
School-operated canteen	0.00
Utilities	56 534.92
Maintenance	25 577.76
Trust accounts	20 493.41
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	1 230 875.62

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

The NAPLAN results show improvements in average writing and reading scores for Year 3 students over the last three years. The percentage of Year 3 students in

the top two bands has increased for reading and writing and remained consistent for grammar and punctuation.

The percentage of Year 5 students in the top two bands has increased for reading and grammar and punctuation and remained consistent for spelling. The average growth for numeracy has increased in the past three years.

Year 7 students demonstrated above average growth in reading, spelling, grammar and punctuation and numeracy scores. The percentage of Year 7 students in the top two bands has increased for reading and grammar and punctuation and remained consistent for numeracy.

Year 9 students have shown above average growth in writing and the percentage of Year 9 students in the top two bands has also increased in writing. Year 9 students' average grammar and punctuation and writing scores have improved.

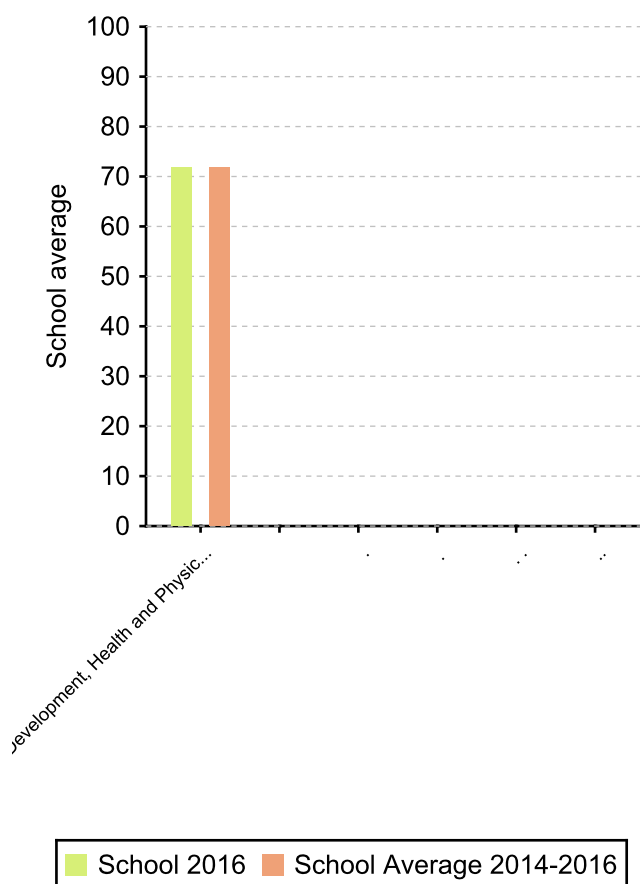
Year 9 Aboriginal students have had exceptional growth in reading scores in the past three years. 100% of the Aboriginal students achieved state average Year 9 reading scores. Year 7 Aboriginal students have shown growth in reading and numeracy scores. All Aboriginal students in Year 9 achieved band 8 in reading. No Aboriginal students achieved in the top two bands in NAPLAN in 2016.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016, 17 students achieved the HSC with 17 courses being delivered. Students studied a range of both ATAR and Non ATAR eligible courses. The achievement at Band 5 and Band 6 in 2016 has improved by 5%. The number of courses that achieved above state average in 2016 increased. 46% of the courses delivered achieved above state average scores; Chemistry, Community and Family Studies, Standard English, Mathematics, Modern History, Senior Science and Visual Arts.



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures 20–38 (Primary– Secondary) indicators based on the most recent research on school and classroom effectiveness. The 20–38 indicators cover social–emotional aspects of school. Students from Year 4 to Year 12 participated in the survey. A total of 208 students participated. The staff survey focused on the eight drivers of student learning. More information on the Tell Then From Me surveys can be found here: www.thelearningbar.com

The feedback from staff and students was generally positive about the school culture and the learning that occurred in 2016.

Staff considered inclusivity, collaboration and a positive learning culture to be strengths within the school. It was pleasing to see more staff identifying their comfort in using data and technology to improve learning outcomes for students. The feedback from staff validated the professional learning taking place across the school; indicating improvements in areas targeted under the school plan and within staff professional development plans.

Primary students identified a high level of availability and participation in sporting activities through the school. They felt their teachers valued them as learners and advocated for their learning and wellbeing. This was reflected in the strong positive teacher–student relationships identified across all primary participant years. Students also believed the staff were addressing

Secondary students felt that learning time was used effectively during school, there was a positive learning climate and learning was set to a level that was challenging and achievable. They indicated high levels of school pride and highlighted positive teacher–student relationships and advocacy at school as strengths at Coolamon Central School. Students were exposed to more options of extracurricular activities; including sporting activities, journalism club and STEM club, and enjoyed participating in these throughout the year.

Aboriginal students were asked about their culture in the Tell Them From Me survey. Students responded expressing positive feelings about their culture within the school. They believed teachers within the school had an improved understanding of their culture. These responses reflect the work being done by the Multicultural Education Committee in the school.

Policy requirements

Aboriginal education

CCS supports Aboriginal education and promotes a culture of inclusiveness through Aboriginal perspectives across all KLAs. The Acknowledgement of Country is an important part of our assemblies and serves to further promote the recognition of Aboriginal cultures and custodianship of country. In 2016 all students, both Aboriginal and Non-Aboriginal, were given the opportunity to conduct such acknowledgement with the mentorship of an Aboriginal Elder. Coolamon Central School embeds Aboriginal Education into its programs and it is a key focus when developing units of work and building networks between schools within our network patch.

All students are provided with cultural information and opportunities. The school has provided students with targeted cultural events throughout the year including; NAIDOC and Sorry Day. These programs were designed to not only support Aboriginal students but to also educate all students about the rich culture that all Australians are afforded to.

In further developing and complimenting Aboriginal education the school has utilised funds to employ a very experienced English teacher to work with the Aboriginal students improving their literacy and wellbeing. All students have electronically stored PLPs which have been developed with consultation of staff, students, parents and the ARCO. In 2016 over many of our students received the Riverina 'Proud and Deadly Awards'. For the second year the school won the State NAIDOC debating Challenge. Coolamon Central School is working hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways.

This was achieved in 2016 by:

- Programs were run to meet the specific needs of Aboriginal students and to build an awareness of Aboriginal culture in the school community.

- An Aboriginal staff member represents Coolamon Central School in the Wagga Wagga Aboriginal Education Consultative Group.

- An aboriginal elder works closely with the wellbeing team and conducts regular visits to the school.
- Conducted parent and carers morning tea to further build relationships with the Aboriginal community.

Multicultural and anti-racism education

At Coolamon Central School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school. Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events.

Students celebrated Harmony Day focusing on the cohesive and inclusive nature of our nation. Students in Years K – 10 further enhanced their understanding by delivering speeches on topics from the Multicultural Perspectives Public Speaking competition. The school has a trained Anti-Racism contact person on staff.

Coolamon Central School's Multicultural Committee is working tirelessly to address the growing diversity within our school. The staff involved is from different Key Learning Areas and are a mixture of staff from K–12. The staff follows its Multicultural Framework and Reconciliation Roadmap to direct the school in rolling out initiatives and programs. The school is using this policy to fit the schools strategic directions and to ensure that the goals of the committee meet with the School Plan.