

Coonamble Public School Annual Report



1631

Introduction

The Annual Report for **2016** is provided to the community of Coonamble Public 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.

Ms Annette Thomson

Principal

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Message from the Principal

It was my privilege to join the Coonamble Public School community in June as the acting Executive Principal. The staff, students, parent/carers and the wider school community of Coonamble are committed to supporting the school and ensuring that every student has the opportunity to belong and access a high quality education.

From preschool to year 6, students can be confident that their learning will be individualised and relevant to prepare them for high school and beyond. The strong connection with the high school through transition and middle years programs is valued by students and teachers. Our youngest students in preschool are fortunate to experience quality activities in a play based environment which lay strong foundations in literacy and numeracy.

There are opportunities for community to collaborate with the school through the Parents and Citizen's Association (P&C), Aboriginal Education Consultative Group (AECG) and School Reference Group. Community members are also invited to work with groups of students in arts and crafts. Parents attend assemblies regularly to celebrate the achievements of students and we value this support.

I look forward to leading the school into 2017 and beyond and working with the community to provide quality learning in a safe and respectful environment.

Annette Thomson

Executive Principal

School background

School vision statement

Coonamble Public School is a Connected Communities School. The school strives to ensure all children have a sense of pride and strength in their cultural growth, attendance, school achievements, social, emotional and recreational life.

The school's local area Reference Group has worked with the school and community to develop the notion of each child being catered for to achieve the best possible outcomes in all facets of school life.

School context

Coonamble Public School is located in North West NSW approximately 170km north of Dubbo. It is a river town surrounded by a levee bank. The community is serviced by many Non-Government and Government organisations in the area of Health and Wellbeing. The community has reasonable access to local medical, banking, hospitality and sporting opportunities.

The school has a 90% Aboriginal population with a variety of family, social and financial backgrounds. The school's FOEI is between 186 and 206. This indicates a high level of unemployment, low level of income and family education attainment.

Coonamble is an EAfS school with a fulltime Instructional Leader appointed. There is a strong focus on providing every opportunity for early achievement from Preschool to year 2.

Many people in our community have lost aspects of their cultural connection to language and land.

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.

Our self-assessment process will 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

Learning

Purpose

To provide staff and students with quality learning experiences, that are significant and connected.

Overall summary of progress

Professional learning for all staff continued to focus on the teaching of writing. Staff in K–2 were trained in L3 and 3–6 staff completed Focus on Reading phase 1 training. The Instructional Leaders met with each teacher for 1 hour per week to plan and develop strategies collaboratively. During this time, data was analysed and used to develop intentional teaching goals for the next learning phase. Data was collected every five weeks for analysis.

100% of all students continued to be plotted on the learning continuums and progress was tracked throughout the year. This data was shared with the next teacher and was included in the transition data for the high school.

Operation observation was fully implemented with every teacher being observed by two colleagues and observing two colleagues. Evaluations of the process indicated that the feedback and professional interaction was positive in influencing improvements in pedagogy and meeting the Professional Teaching Standards (PTS).

Every member of the teaching staff completed the Performance and Development cycle with an active and relevant PDP in place. Individual goals were entered into a Google document and collated to inform whole staff professional learning focus areas. Teachers sought appropriate PL to support their achievement of personalised goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 10% improvement each year, in achievement of expected writing cluster levels across K–2.	<p>In writing, the percentage of Kindergarten students achieving expected levels was 44% and this represented an 21% increase from 2015.</p> <p>However, the percentage of students in years 1 and 2 achieving expected writing levels decreased by 20%. This is a significant concern.</p>	<p>EaFS program IL and resources</p> <p>Employment of interventionist K–2</p> <p>Employment of additional SLSOs in K, 1 & 2</p> <p>Purchase of resources and professional learning</p> <p>\$60,595.00 (excluding salary for IL and Interventionist)</p>
At least 10% improvement each year from 2015 data, in achievement of expected writing cluster levels across 3–6.	<p>At the end of 2016 there was a 15% (13 students) improvement across years 3–6 of students achieving expected levels for writing on the continuum.</p> <p>Students achieving expected levels in each grade were year 3 =38%, year 4= 21%, year 5 = 4.5% and year 6 = 0%.</p>	<p>Middle Years Instructional Leader (\$50,000)</p> <p>Learning & Support teacher</p>
At least 5% increase each year, in the number of year 3 and 5 students at proficiency in writing.	The number of students in years 3 and 5 achieving proficiency in writing decreased from 2015 –2016.	Middle Years Instructional Leader (\$100,000)

Next Steps

In 2017, an explicit teaching model (I Do, We Do, You Do) will be implemented across the whole school to strengthen quality instruction and result in consistent pedagogy.

Assessment and reporting processes will be reviewed and improved.

Plan, program and deliver a cultural curriculum (Healthy Culture, Healthy Country) in consultation with local community members to be taught in every classroom.

Processes and school performance will be evaluated against the School Excellence Framework.

Observation and feedback will continue as strategies for improving the quality of teaching.

An interventionist will be employed for years 3–6 using a similar model to EAfS.

Strategic Direction 2

Wellbeing

Purpose

To develop positive and trusting relationships with the school community. The wellbeing and resilience of students and staff will be strengthened to enable them to develop the emotional capacity to learn.

Overall summary of progress

Professional Learning continued for staff in Kidsmatter with component 2. The Wellbeing team were involved in planning the implementation of the social emotional wellbeing program (PATHS). A scope and sequence was developed and lesson kits organised.

Analysis of incidents data from SENTRAL was conducted fortnightly by the PBfL team. This informed the lessons to be taught in all classrooms and promote a safe, respectful, learning school.

The DP Wellbeing continued to support students and staff to decrease the number of students choosing unsafe options or leaving classrooms. The DP also led the wellbeing teams and ensured that PBfL, Kidsmatter and Healthy Lifestyles initiatives were coordinated and structured to best meet the social, emotional, academic and physical needs of all students.

The Wellbeing room was established and accessible to students for calming, timeout and discussion with DP Wellbeing. Students who access the room are safe and calm before they return to class.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 10% reduction per year for the following three years in overall levels of incidents based on 2014 data.	<p>There was a 19% reduction in minor incidents from 2015 to 2016. However, the number of major incidents increased for this period and this includes suspensions.</p> <p>Overall, there was no decrease in the total of recorded incidents.</p>	<p>DP Wellbeing</p> <p>Youth mentor employed to assist students.</p> <p>Wellbeing teacher 2 days per week to deliver social, emotional programs.</p> <p>School psychologist</p>
Weekly analysis of SENTRAL Wellbeing data with a report to staff.	Wellbeing data is collated each fortnight and a summary is emailed to staff. The wellbeing team analyse the data and use it to determine focus areas for whole school PBfL lessons. Teachers use the data to discuss and plan individual and group interventions.	<p>DP Wellbeing</p> <p>PBfL coordinators</p>
CPS is recognised as a KidsMatter school.	<p>Kidsmatter component 1 was completed and changes were made to create a positive school environment e.g. school noticeboards were created and a morning tea organised after the weekly assembly. PATHS program purchased, a scope and sequence developed and professional learning occurred for all staff.</p> <p>Professional learning was delivered to staff in component 2 of Kidsmatter.</p>	<p>DP Wellbeing</p> <p>Implementation team.</p> <p>0.2 wellbeing teacher</p>

Next Steps

One team will lead the PBfL and Kidsmatter initiatives in the school. Expected behaviours will be explicitly taught and positive acknowledgement systems will be maintained.

The system for recording incidents will be updated to align with PBfL philosophies.

The PATHS program will be fully implemented across the school.

Professional learning will be delivered to all staff for component 3 of Kidsmatter and wellbeing team members will train in component 4.

A Wellbeing SLSO will be employed to assist the DP Wellbeing. Individualised intervention will be determined by data analysis.

Wellbeing guidelines will be reviewed and modified to align with the DoE's current Wellbeing Framework.

Professional Learning and revised processes will support teachers to manage behaviour more effectively and raise expectations for students.

All staff will be trained in NVCI and a small team will undertake the level 2 training.

Strategic Direction 3

Engagement

Purpose

To provide students, staff and community with a range of cultural experiences.

Overall summary of progress

Throughout the year, a cultural program was delivered to each class in five week blocks by a local Aboriginal, Aunty Gloria. These sessions were held in class with some local visits to significant sites in the community.

The school participated in a Connecting to Country workshop to build awareness and understanding of the Aboriginal culture.

Staff participated in Connecting to Country experiences to raise awareness of local Aboriginal culture.

Gamillaraay language was taught in every class each week. This ensured that students learned some vocabulary and developed an appreciation of their local culture and language.

Parent and community engagement was promoted through special school events like NAIDOC, Pink Stumps Day, workshops, excursions and assemblies. The events team produced written guidelines to ensure processes and systems are sustainable over time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of K–6 students will be involved in cultural learning experiences facilitated or led by CPS Cultural Mentor and Shopfront Manager.	Cultural and language sessions delivered to all classes on a timetable by local Aboriginal people. The school shopfront was not accessed by students in 2016 due to difficulties with transport and H&S concerns.	Cultural mentor Gamillaraay language tutor Senior Leader, Community Engagement
At least 5 community members engage with cultural experiences and have some involvement with students.	Community members were engaged for specific events like NAIDOC celebrations and to run workshops with students. Activities included bush tucker, craft and storytelling.	Aboriginal Education Officers SLCE Community members

Next Steps

Create a Cultural Team led by the Senior Leader Community Engagement to coordinate and implement cultural activities and events throughout the year.

All staff participate in professional learning on Healthy Culture, Healthy Country for implementation by a qualified teacher in 2017.

Strengthen language and culture lessons in a coordinated program. Language will be visible and used by students and teachers.

Introduce Aboriginal dance and music to the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016, the Aboriginal background loading was used to improve learning environments and experiences for all students. The majority of funds were used to employ additional teaching and support staff to reduce class sizes and implement strong cultural and language programs.</p> <p>Every student had access to learning Gamillaraay language every week.</p> <p>Cultural lessons were taught weekly by local Aboriginals and special events were celebrated. eg – NAIDOC. Students expressed a strong connection to their Aboriginal heritage in TTFM surveys.</p> <p>The executive team was mentored by an external consultant to improve leadership capabilities.</p>	<p>Fees for external leadership consultant.</p> <p>\$43,294.00</p> <p>Employment of additional classroom teachers.</p> <p>\$138, 329.00</p> <p>Employment of cultural mentor, youth mentor, language tutor and Aboriginal SLSO</p> <p>\$107,000</p> <p>Airconditioning in classrooms</p> <p>\$16,000.00</p>
Low level adjustment for disability	<p>Support was provided by SLSOs for individual students and small groups with identified additional learning needs. Targeted interventions resulted in increased engagement through success.</p>	<p>Employment of SLSOs to implement intervention programs.</p> <p>\$35,436.00</p>
Quality Teaching, Successful Students (QTSS)	<p>The school executive were released to engage in collaborative time with staff. The focus of these sessions was quality teaching and resulted in improved understanding of feedback and planning for instruction in class programs. Teachers were better prepared.</p>	<p>Entitlement in OoMSEE</p> <p>0.186 plus school funds to cover executive release.</p>
Socio-economic background	<p>Wellbeing programs were developed which strengthened competence of teachers to deliver quality programs for students.</p> <p>A school psychologist provided quality support to students, staff and parents and ensured that a safe, stable environment was maintained.</p> <p>Classrooms were airconditioned to provide comfortable learning environments during extreme weather conditions.</p> <p>School bus and car provide transport for students to excursions, local and sporting events at reduced cost to families.</p> <p>Whole school welcome excursion was subsidised to ensure that all students could participate.</p> <p>The school shopfront was maintained for community to interact with school and provide an avenue for communication.</p> <p>An attendance officer employed to track attendance, promote positive improvement and follow up absences resulted in improved attendance rates to meet state expectations.</p>	<p>Kidsmatter materials</p> <p>\$17,260.00</p> <p>Employment of psychologist</p> <p>\$98,980.00</p> <p>Airconditioning of classrooms</p> <p>\$69,000.00</p> <p>Maintenance of school bus and car</p> <p>\$46,330.00</p> <p>Whole school excursion</p> <p>\$33,041.00</p> <p>Shopfront expenses including wages and rent</p> <p>\$69,552.00</p> <p>Attendance officer</p>

<p>Socio-economic background</p>	<p>A strong music program delivered by a specialist provides extra curricula experiences and after school tutoring for students to develop their skills and talents in music. A school band was formed and students show improved engagement and confidence in performance.</p> <p>Additional teachers and SLSOs employed to reduce class sizes and provide interventionist support P-6. Students benefit from personalised learning and support and targeted intervention.</p>	<p>\$35,938.00</p> <p>Music program</p> <p>\$90,000.00</p> <p>Employment of additional staff.</p> <p>\$218,572.00</p>
<p>Support for beginning teachers</p>	<p>Temporary beginning teachers received regular, structured support from the instructional leaders, their supervisors and interventionist. This occurred through release to observe other teachers, collaborative time to engage in professional discussion and releasing experienced teachers to observe and give feedback on their teaching practice. The positive impact of this process on teaching practice was provided in school evaluations.</p>	<p>Release costs for beginning teachers, their supervisors and observers</p> <p>\$29,649.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	116	113	111	107
Girls	111	102	85	86

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.1	87.2	92.2	89
1	85.6	87.3	83.3	88.4
2	89.2	83.1	90	90.3
3	85.6	92.4	81.6	88.1
4	83.8	87.3	89	86.6
5	91.3	87.4	86	87
6	91.6	89.8	89.2	87.9
All Years	87.5	87.6	87.5	88.3
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
All Years	94.7	94.8	94	94

Management of non-attendance

During 2016 Coonamble Public School used a data driven, targeted approach to attendance with the aim to maintain or improve whole school attendance, encourage and acknowledge excellent attendance, provide interventions for identified students and increase the number of explained absences. The whole school attendance percentage for 2016 is 85.4%, a 2.9% improvement compared to 2015.

An attendance mentor was employed to assist with interventions such as pick up programs and assisting with rewards and other support for families. The attendance officer also analysed attendance daily, made phone calls or conducted home visits to all students absent, updated explanations and attended

fortnightly meetings with the attendance team. This has resulted in a 23% increase in explained absences from 2014–2016.

A tiered approach to attendance was used to individualise support. Students in tier 1 are on track and did not require support. These students were regularly acknowledged for their excellent attendance. Students in tier 2 required intervention and a personalised attendance plan was created to set goals, personalised rewards were also given to students who reached their target. Students in tier 3 required intensive support and were often referred to the home school liaison program. At the end of 2016 there were 58% of students in tier one and 13% in tier 3.

The attendance team including the Deputy Principal, Attendance Officer, Home School Liaison Officer and Aboriginal Student Liaison Officer met fortnightly to discuss individual students and the required support and interventions. Throughout 2016 there were 14 students referred to the home school liaison program, 10 of these students were referred successfully off the program and 3 remain active.

Class sizes

Class	Total
KR	24
1F	23
K2B	7
2M	25
3F	24
4M	21
5N	23
6H	25

Structure of classes

School funds are used to employ additional classroom teachers which reduces class sizes, especially in the early years of schooling.

Kindergarten was split into two small classes in a team teaching situation for the first half of the year. A small composite class was formed in stage 1 to separate students with high needs and provide more opportunities for personalised learning.

The school also funded an additional support class across K–2 for students identified for potential placement within one to two years. An SLSO was assigned to this class to provide improved levels of instruction to students.

There is one class per grade in the primary years. The additional staffing also ensures that classes in years 3–6 are relatively small to facilitate improved, differentiated curriculum for all students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.97
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.4
School Administration & Support Staff	8.28
Other Positions	0.39

*Full Time Equivalent

During 2016, 33% of the staff at CPS identified as Aboriginal. This includes six teaching staff and many support staff such as the Senior Leader, Aboriginal Education Officers, School Learning Support Officers, cultural mentor, general assistant and language tutor.

Workforce retention

Coonamble Public School is fortunate to have a core of permanent teachers who are long term local residents. This experienced group provide a strong, supportive team for teachers in their first two years of service who seek employment in rural and remote areas.

Additional staff are employed using RAM funding for specific purposes and this provides opportunity for young graduates to obtain temporary engagements of up to 12 months. There is a significant percentage of these teachers who do not stay long term and, as a result, there is a high turnover for some positions within the school. It is often difficult to locate and retain staff due to the isolated position and lack of services within the local township.

The substantive assistant principals are seconded into higher duties within the school. One as an instructional leader under the EAfS initiative and the other as a middle years instructional leader through a grant for quality teaching in the middle years. This has provided an opportunity for classroom teachers (both permanent and temporary) within the school to gain executive experience through an EOI process.

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	20

Professional learning and teacher accreditation

The school employed five teachers in their first year of teaching in 2016. They are working towards accreditation at proficient level. Fourteen teachers are accredited at proficient and two are entering their second maintenance cycle at proficient level.

Two assistant principals are working toward their Lead accreditation through the Leadership Development Initiative.

Professional Learning in 2016 was linked to individual Performance and Development Plan (PDP) goals and the School Plan. All staff (including support staff) had the opportunity to access a wide variety of professional learning including regular whole staff meetings, staff development days, workshops, forums, conferences, professional reading, online learning, collaborative sessions with mentors and lesson observations.

Professional learning associated with PDP goals is entered into a whole school Google document to assist tracking and collation of skills and knowledge of the staff. Each staff member maps their professional learning experiences against the standards and goals.

In 2016, professional learning sessions for the whole staff were focussed on Positive Behaviour for Learning (PbFL), Kidsmatter initiatives, healthy lifestyles, implementation of observation of classroom practice and providing effective feedback and full implementation of the PDP processes for all teaching staff.

The impact of professional learning was evident in teaching programs and contribution to teams linked to the strategic directions of the school. Staff delivered sessions to staff on the impact of the own learning when appropriate. Professional learning is also shared in stage meeting forums and collaborative time.

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

Financial information

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

Income	\$
Balance brought forward	1 148 296.83
Global funds	280 573.77
Tied funds	1 439 833.70
School & community sources	33 396.19
Interest	24 933.13
Trust receipts	7 252.35
Canteen	0.00
Total income	2 934 285.97
Expenditure	
Teaching & learning	
Key learning areas	8 643.75
Excursions	13 323.22
Extracurricular dissections	24 718.96
Library	4 319.05
Training & development	0.00
Tied funds	1 421 279.79
Short term relief	44 251.70
Administration & office	95 578.02
School-operated canteen	0.00
Utilities	98 562.64
Maintenance	44 061.71
Trust accounts	7 044.52
Capital programs	0.00
Total expenditure	1 761 783.36
Balance carried forward	1 172 502.61

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 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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Aboriginal students at Coonamble are not yet achieving the Premier's priority. There has been no significant improvement in performance in NAPLAN for Aboriginal students in any area of the test.

In spelling, 19% of year 3 students achieved band 5 in 2016 and 4.8% achieved band 6, compared to 5% in band 5 and 0% in band 6 in 2015.

Writing results were particularly disappointing with nil students achieving the top 2 bands in either year 3 or year 5.

The improvement of performance for Aboriginal students in all areas of curriculum will be a focus in all classes for 2017.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions of parents, carers, staff and students about the school. In 2016, information was gathered from these groups through Tell Them From Me surveys, Kidsmatter strategies and discussion forums.

Parents/Community

Generally, parents and carers feel welcome at the school and agree that communication is clear and in plain language. They understand the reports on student progress.

A majority of parents and carers are comfortable to speak to their child's teacher. They also indicated that if there are concerns at school, the teachers contact them quickly.

79% of parents have talked to a teacher more than three times in 2016 and 72% attended parent meetings more than 3 times.

38% of parents participate in school related committees. There is a significant level of voluntary time spent at school for sporting events and classroom support by parents or carers.

Parents and carers strongly agree that they support learning at home by encouraging their child to do well, praising good effort and results, talking to their child about school and showing interest in assignments.

There is a strong belief that teachers have high expectations for students and teachers encourage students to do their best. Hard work is rewarded.

Parents and carers believe that their children understand the rules for school behaviour and that teachers expect students to pay attention in class. Some parents/carers expressed concern that their child may not always feel safe at school.

Students

Students are surveyed twice per year. Results in 2016 were consistent in most areas. However, students in years 4 and 5 indicated that they experienced less positive relationships and had less positive homework behaviours at the end of the year than the beginning. Year 5 reported a significantly lower positive attitude to school at the end of the year.

Participation in sport is consistently high for the majority of students and they also enjoy extra curricula activities through a strong music program.

Almost all students believe they try hard to succeed and try their best.

The majority of students indicated that the learning is relevant and taught well in their classroom.

More than 50% expressed concerns about bullying and approximately 70% feel that they have someone who provides encouragement and support when needed.

Students in year 4 indicated that they have more positive relationships with teachers than students in years 5 and 6.

85% of students agree or strongly agree that they feel good about their culture when they are at school.

72% of students also agree or strongly agree that teachers have a good understanding of their culture.

Teachers

The majority of teachers believe that the school leadership provides support and appropriate feedback which assists them to enhance learning opportunities for students. They agree that the school is working to provide a safe and orderly school environment.

Teachers indicate that there is a sense of collaboration to create learning experiences which increase engagement, produce cohesive curriculum and common learning goals. They are confident to discuss concerns and goals with other teachers and develop solutions.

A positive learning culture is developing and teachers believe that they have high expectations of student learning and behaviour in the classroom. The majority of teachers monitor individual student progress and establish learning goals with students.

Teachers are developing a stronger commitment to the

analysis of data to inform teaching and learning directions and understand where students are experiencing difficulty.

Many teachers indicate that technology is not used as effectively as it could be in the classroom. Students have opportunity to use computers and interactive technology but it is not used widely by teachers to give feedback, track progress or present lesson content. Teachers do assist students to use technology to conduct research.

Teacher – parent/carer interactions are mainly focussed on feedback about learning or behaviour. Many teachers attempt to involve parents and community to create meaningful learning opportunities.

Policy requirements

Aboriginal education

Aboriginal education is a high priority in our school as it is part of the Connected Communities strategy.

Every student has a Personalised Learning Pathway developed with their teacher and parent/carer to establish individualised literacy, numeracy, social and cultural goals. These goals are incorporated into classroom programs or used to make appropriate adjustments to mainstream curriculum delivery. Plans are reviewed as needed.

An Aboriginal youth mentor was employed to connect with students and assist with social, emotional learning. The mentor also provided support for students to attend classes and participate in their learning. A cultural mentor taught Aboriginal culture to all classes on a timetable in a team teaching approach. Aboriginal language was taught to every class by a tutor who was proficient in Gamilaraay. Culture and language learning occurred both in the classroom and through excursions and visiting presenters.

All staff participated in Connecting to Country experiences which were organised by the local Aboriginal community and the AECG. The Healthy Culture, Healthy Country curriculum framework was delivered to staff at the end of the year. A program will be developed with input from local Aboriginal people for implementation in 2017. This will be relevant to the local area and teachers will work closely with the local community to provide the significant content.

Cultural events occurred throughout the year such as Reconciliation Day, Sorry Day and NAIDOC celebrations. During NAIDOC week, our city sister school visited and joined with our students to gain knowledge of and appreciation for the Aboriginal culture. All students experienced Aboriginal games, bush tucker, music and craft in an informal environment joined by family and friends. The event was rated as one of the most successful for the year by the community. It was very well attended.

Community links were maintained with the AECG and the School Reference Group who provided advice and

support to the school in decisions about student learning and resource management. These groups also assist in the successful implementation of the key deliverables of the Connected Communities Strategy.

Multicultural and anti-racism education

The elected ARCO received updated training and provided support and advice on anti-racism to staff and community as required.

Harmony Day was celebrated and the importance of acceptance and tolerance was highlighted in all interactions with staff, students and the community.

Multicultural perspectives are incorporated into Key Learning Areas and staff are required to recognise the heritage of all students when planning learning experiences.

Other school programs

Shopfront

The CPS shopfront operated throughout 2016 to provide an offsite space for community meetings, workshops and school related events. It was used regularly by both high school and public school cultural experiences. Local artists worked with students to produce art and craft works.

The group of local Aboriginal women continued to make and sell their craft products through the shopfront.

A part-time manager provided the consistent connection between the school and the community to promote a positive image of the school.

Sport

Sport continues to be an important focus for our students to enhance their healthy lifestyles and fitness.

Students participated in a variety of sports in PSSA knockout competitions including cricket, netball, soccer, touch football and rugby league. Gala days provided an opportunity to build connections with other local schools and play the games in friendly competitions.