

Coolongolook Public School

Annual Report



2018



1627

Introduction

The Annual Report for **2018** is provided to the community of Coolongolook 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.

Jason Tindall

Principal

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Message from the Principal

During 2018, students have continued to make great advances in their K–2 and 3–6 learning environments and I look forward to monitoring this sustained growth in 2019.

At our school we have once again focussed heavily on student well-being especially in the area of friendship and getting along with our Positive Behaviour Learning program. It has been pleasing to witness the growth in this area of our school culture, with all students playing a major role in the happiness of others and the overall improved feel of our cooperative and happy school environment. Thanks to our 2018 leadership team, Sebastian Hutton–White, Hayley Page, Shakayla Johnson, Thomas Dwyer, Skye Brown and especially Rahnee Cole for fulfilling her role as school captain.

Sport has continued to be an extremely important area of our curriculum with students attending many activities. Earlier in the year, our students displayed great sportsmanship and strength to win the Small School Athletics Carnival for the first time in the school's long history, which was an extremely proud moment for all involved. Congratulations everyone! The school also participated in the Small School Swimming Carnival and attended the Intensive Swimming Program at Great Lakes Aquatic Centre, which concluded with our School Swimming Carnival. At all sporting events, emphasis was placed on 'sportsmanship', with many teachers and community members from other schools commenting on our success in this important area.

Excursion highlights this year included the K–2 excursion on the Amaroo and 3–6 excursion to Forster where students learnt about the local area's past from the amazingly informative Steve Brereton. Year 6 students were also lucky enough to attend the Bathurst/Hill End excursion with our small school friends from the Bucketts Way earlier this term.

There were also many celebrations held at our school during the year. Apart from our assemblies, students were involved in the Easter Hat Parade, NAIDOC Week, Book Week, Harmony Day, the Walkathon as well as our first ever Picnic Day since its inauguration in 1902. The school also participated in Grandparents Day, Flanno for a farmer and Day for Daniel. Outside of school, the students once again attended the Bulahdelah Show Student Night. At this time, could I thank the many parents who assisted with these activities.

In April, we joined the local community in showing our respect for our war heroes during our special ANZAC ceremony that was held in the Coolongolook hall. A big thank you to all involved, especially Neryl Gordon and Beryl Ede for their assistance with this important event.

Our school P and C continued to work hard during 2018. Meetings were well attended and considerable money was raised. Our major fundraisers this year included the drought appeal and purchasing a defibrillator for the community here in Coolongolook. At this time, we can proudly announce that over \$1500 has been donated to the Drought appeal and sufficient funds have now been raised for the Defibrillator. This device will be located at the BP service centre and available to use early in 2019. A big thank you to all involved in assisting with this fundraising. A big thank you also to our

amazing P and C executive committee, Rachael Ryan, Jenny Gough, Emily Griffiths, Jenny Loveday and Kelly Ede and to the many parents who attended our monthly meetings.

Our school is looking great, with the gardens maintained and our old art come cooking area, early in 2019 to become our new school library. Students have enjoyed Friday rewards afternoons and our weekly Breakfast Program. A big thank you to all involved, especially Mrs Donnelly for her tireless work this year in serving breakfast to the students on Thursdays. We greatly appreciate it!

2018 has witnessed our continued strong association with a number of local organisations, especially with the local Coolongolook Sewing Group. The ladies have visited our school each Thursday to work in both classrooms, demonstrating and then supporting the students with various craft activities. To Mrs Ede, Mrs Gordon, Mrs Mills, Mrs Rooney and Mrs Carruthers who regularly attended our school, thank you for the support you have given to the students this year. We hope you can continue this amazing learning opportunity for our students once again in 2019.

We have also been lucky to have volunteers helping in our school during the year. To Ms Kriss Thoroughgood and Mrs Michelle McGee, thank you for your assistance. We have loved having you learn with us and hope you can continue to assist once again in this capacity during 2019. A big thank you also to Patricia Chapman who has assisted our K-2 students with reading each Wednesday and looked after our school garden.

A big thank you also to our School Chaplain, Mr Nathan Hanley who mentors our students each Wednesday. We have loved having you at our school and are excited to see the chaplaincy program continue in 2019. We look forward to working further with you at this time

Mrs Donnelly, thank you for supporting our school once again this year. We appreciate your efforts both in the 3-6 classroom and your extra assistance with our many learning programs. We are extremely grateful for everything you have contributed and look forward to having you back at our school in 2019.

Mr Martyn, thank you for stepping comfortably into the various roles you have been given this year. Whether it be in the K-2 or 3-6 classroom, students have been engaged and have loved your teaching. We are looking forward to having you back on board once again next year on our K-2 class.

Mrs Hall, thank you for your professionalism and dedication in the increasingly challenging role of Senior Administrative Manager once again this year. You have achieved so much since arriving at our school 18 months ago and we're so lucky to have you. Your organisation is second to none and I'm looking forward to working with you further during 2019.

Miss Shannon, thank you for your dedication and commitment to our students this year. For those that don't know, Miss Shannon will be taking on another role in a new school next year. On behalf of the school community, could I take this opportunity to give our best wishes for your teaching career ahead and hope you can come back and visit us again soon.

Thank you also to our Teacher assistants, Mrs Harrington, Mrs Everingham, Mrs Pepene and Mr Outtrim for your tireless work in our school. We are lucky to have such skilled aides working with our children and we look forward to working with you once again in 2019.

At this time can I also thank Jenny Gough for her assistance with the cleaning of our school and for so much more that she does for our children each and every day. Canteen, Walkathons, barbeques, gardening etc.... Jenny you're amazing!!!!

To Mrs Nixon, thank you for your time and dedication to our school. The students have been lucky to have such a skilled teacher instructing them this year and we hope you can join us again next year.

To our Instructional Leader, Ms Toni Johnson, thank you for your weekly assistance with our Early Action for Success program. The students love having you visit our school and I look forward to your continued support during 2019.

Thank you also to Mr Alan Bradford for your efforts in maintaining our school grounds during 2018. You do an amazing job and we once again look forward to having you at our school next year.

Finally, thank you to our amazing students who help make our school such a great place to be. Looking forward to 2019!

Jason Tindall

Principal

School background

School vision statement

Coolongolook Public School provides a quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

Our students are inspired learners, creative thinkers and able to function in the 21st century.

School context

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in a positive, caring, polite and safe learning environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students, a confidence to face life's challenges and to enhance their love of learning..

Through Early Action for Success, the school is provided with an Instructional Leader and a training allocation for teachers to strengthen personalised learning for K–2 students.

Coolongolook Public School's small size of 29 students engenders a constructive, socially inclusive environment for students to learn and play. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process, along with our recent External Validation, indicated substantial progress achieved by the school across the domains of Learning, Teaching, and Leading.

In the domain of Learning, our continued focus on building aspiration is demonstrated in our commitment to growing partnerships with parents and identifying the importance of and promoting regular attendance to ensure learning continuity. Our small but cohesive team places a high value on supporting the wellbeing of all students through a range of individual and whole school interventions. The management of curriculum in line with DoE requirements has been greatly enhanced by our extensive and ongoing engagement in the Small Schools Principal network. School wide consistent assessment processes including the monitoring of assessment data are developing with the support of our Instructional Leader.

In the domain of teaching, our small school setting enables teachers to regularly work together to plan and reflect on their teaching practice in both formal professional learning sessions and informally on a daily basis. Assessment data is collected in Literacy and Numeracy with an area for further development being identified as how we analyse and use this data to better understand how our students are progressing. All teachers have a PDP with goals aligned to the teaching standards. An identified next step is to grow our practice in using these standards to develop more reflective practice to inform our ongoing development. Regular formal and informal opportunities enable staff members to work collaboratively to grow their professional practice. Professional development has also been greatly enhanced by the school's involvement in the Small Schools Principals network whose primary goal is to engage in collaborative professional development directly linked to the school improvement plan.

In the domain of leading as a teaching principal, the principal is the primary instructional leader in the school, not only leading learning in his class but working closely with other staff members, observing lessons and engaging in shared programming as part of the high expectations culture. The current school plan has been enhanced by the development of some improvement processes that have come out of the Small Schools Principal network evaluation. Next steps in school implementation include strengthening the milestone process. Evidence of strategic use of resources can be found in the employment of additional experienced staff members to mentor beginning teachers and to provide more explicit support in smaller Literacy and Numeracy groups.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Inspired Learning

Purpose

To develop the future focused skills of critical thinking, creativity, communication and collaboration by enhancing the capacity of teachers to provide effective learning experiences through participation in high quality, professional learning.

Overall summary of progress

Future Focussed Learning

In our self-assessment process we looked at a range of evidence to support our judgments in the effectiveness of the Future Focussed Learning program in building staff capacity and upskilling students in the 4Cs. Observations, surveys, Performance Development Plans (PDPs) and student work samples were analysed to support assessment. Our evidence shows that the embedding of the 4Cs is still in the development stage and further focus needs to be given to this area at a school and CLN level. Further focus needs to be given to teaching and learning program development and support of the FFL CLN committee.

Student termly ILPs continue to assist in the development of individual student goals and feedback from parents/carers and students reinforces the growth in this ongoing project. .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Future Focused Learning Students show improvement in the development of future focused learning skills as evidenced in surveys, work samples and assessments. 85% of students reading at or above Aboriginal students meet or exceed expected growth in numeracy and literacy.	\$6000	Teachers met with students to discuss understanding of the 4Cs. Teachers worked together to complete PL in the 4Cs and began to integrate key aspects into teaching and learning programs 1/2 per term given to LS teacher to test and update benchmark levels of all students k–6, Termly staff meetings utilised for discussion of classroom reading initiatives. Termly PLP meetings to discuss and update goals. Additional SLSO support for Aboriginal students

Next Steps

Continued focus at school and CLN level on implementation of 4Cs into teaching and learning programs.

Reflection and feedback on improvements to 4Cs implementation.

Termly ILP/PLP updating to continue.

Strategic Direction 2

Excellence in Teaching

Purpose

To ensure collaborative practice, clear learning intentions and quality feedback are embedded in data driven teaching and learning programs.

Overall summary of progress

A range of evidence was analysed when focussing on the effectiveness of this direction. During 2018, our school was externally validated which led to an in depth analysis of the effectiveness of collaboration, learning intentions and feedback when reflecting on teaching and learning programs at our school . As a result of this, staff meetings and PL afternoons were used to gain further baseline data and areas of development for the future. Discussion was entered into around the SEF and how we will move from Delivering to Sustaining and Growing in these areas of focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Effective Classroom Practice (Feedback) and Learning and Development (Collaboration). School assessment against SEF 2 moves from 'Working Towards Delivering' to 'Delivering' in Data Use in Teaching.	\$3000	2 days working with PSL to gather and analyse current data. Staff meetings to reflect on SEF and excellence statements Teachers to meet to discuss and share evidence of learning intentions for each students Students meet with teachers to articulate goals

Next Steps

Staff Meeting utilised to continue to collect and analyse growth in these areas.

Time allowed for staff to reflect on learning intentions and share evidence of effective feedback.

Instructional Leader support in accessing PL in these areas.

Continued PSL support in reflecting on school growth in key areas of the SEF framework.

Strategic Direction 3

Positive Wellbeing

Purpose

To ensure Coolongolook Public School connects with the school community to promote wellbeing in an environment which allows all students to connect, succeed, thrive and learn.

Overall summary of progress

The school has started the process of implementing PBL. Key staff have undertaken training in this area and led meetings for other staff. Additional support has been given by the district PBL coordinator who has delivered staff meetings and assisted in the collation of baseline data. Local PBL experts have also delivered twice a term Adobe Connect meetings. Our PBL Action Plan has been created and continues to be monitored and updated. School core values have been discussed with the school community and reflect the beliefs of all involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School measures against SEF 2 and moves from 'Delivering' to 'Sustaining and Growing' in Wellbeing.. The quality of the learning environment improves from baseline data.	\$3000	Training of staff in PBL. Additional time for committee to work with supervisor, reflecting on, discussing and monitoring key aspects of the Action Plan. Time for SLSO to develop resources.

Next Steps

Additional support from PBL Supervisor.

Further training for staff in PBL.

Staff Meeting time for further implementation of PBL.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teacher = \$4950 SLSO = \$6011	Improved connections with the local AECG. In class support for Aboriginal students by employing additional teacher days and SLSO support. Indigenous perspectives included in programs across all KLAs.
Low level adjustment for disability	Teacher = \$8500 SLSO = \$16412	Additional days for teachers to implement ILPs and Learning Support. Additional SLSO support in both classes.
Quality Teaching, Successful Students (QTSS)	Teacher \$1700	1/day per term to plan, implement, observe and give feedback on lessons.
Socio-economic background	\$69871	Support for student welfare – PBL Updated resources Additional teacher support for students Additional SLSO support for students
Early Action for Success	\$54566	Instructional leader support for teachers and students shared between three schools (Coolongolook, Krambach and Stratford PS)

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	15	15	17	11
Girls	15	16	18	18

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	92.8	90.5	63.6
1	97.8	92.1	91.8	85.7
2	94.9	94.1	86.7	92.6
3	87.2	91.8	95.7	85.9
4	96.7	91.4	74.2	93.9
5	92.3	95	89.9	78.9
6	92.6	88.4	93.8	85.7
All Years	95	92.4	89.9	85.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non attendance is monitored daily at our school. Text messages are sent to all parents/carers seeking feedback on each student's absence. This information is collated weekly and given to the district HSLO for further analysis.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

During 2018, our 3–6 class were taught by the teaching principal and the K–2 class were taught by a classroom teacher. Another teacher was employed 3 days per week to oversee the learning support program. Additional office time was given to our SAM for professional learning with the new finance system. Three SLSO's were employed 4 days a week to support both classroom students with their learning.

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 a wide variety of professional development throughout 2018 which included:

- PBL training
- First Aid
- Principal Network Days
- Collegial Leadership Network (CLN) meetings
- Training and Development Forums
- Video conferences
- Primary Principal Association (PPA) Professional Learning sessions
- e-Learning for teachers
- Aboriginal Education Consultative Group (AECG) meetings
- Principal Support Liaison (PSL) visits
- Professional Learning Coordinator (PLC) sessions
- Child Protection Training
- Code of Conduct
- CPR/ Anaphylaxis

- Managing Government Information in Schools
- Dealing with the Media
- Aboriginal Education Policy update
- EBS Training

We did not have any teachers seeking accreditation in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	110,833
Revenue	671,017
Appropriation	662,305
Sale of Goods and Services	1,588
Grants and Contributions	6,148
Gain and Loss	0
Other Revenue	0
Investment Income	977
Expenses	-695,280
Recurrent Expenses	-695,280
Employee Related	-647,170
Operating Expenses	-48,109
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-24,263
Balance Carried Forward	86,570

The opening balance for 2018 school financial year is displayed in the table as 'opening balance'. The financial summary table for the year ending 31st December 2018 shows the balance carried forward as \$86570. The 2018 deficit is related to additional learning support that was given to both classrooms for students without integration funding.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	443,792
Base Per Capita	6,768
Base Location	3,182
Other Base	433,841
Equity Total	106,390
Equity Aboriginal	10,961
Equity Socio economic	69,871
Equity Language	646
Equity Disability	24,912
Targeted Total	32,535
Other Total	61,624
Grand Total	644,341

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohorts, student achievement in Year 3 and Year 5 literacy cannot be included.

Due to small cohorts, student achievement in Year 3 and Year 5 numeracy cannot be included.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Our school continues to work hard in achieving Premier's targets including improving Aboriginal educational outcomes for students in the top two NAPLAN bands. Aboriginal students have additional SLSO support during daily activities, assisting both students and teachers in gaining the best possible outcomes for all students.

Parent/caregiver, student, teacher satisfaction

Results from parent and students surveys are listed below.

Student survey

1. Student participation in school sports.
2. Student participation in extracurricular activities.
3. Students with a positive sense of belonging.
4. Students with positive relationships.
5. Students that value schooling outcomes.
6. Students with positive homework behaviours.
7. Students with positive behaviour at school.
8. Students who are interested and motivated.
9. Effort.
10. Skills—challenge (the extent to which students feel challenged and whether they feel confident of their skills).

Parent/Caregiver survey

1. Parents feel welcome.
2. Parents are informed.
3. Parents support learning at home.
4. School supports learning.
5. School supports positive behaviour.
6. Safe School

Please contact the school for further information regarding these surveys.

Policy requirements

Aboriginal education

In 2018, our students studied Aboriginal perspectives throughout All Key Learning Areas. Aboriginal perspectives were embedded throughout our teaching and learning programs. Students also attended an excursion to Forster where DEC Aboriginal contact, Mr Steve Brereton, presented local Aboriginal history of the area.

Staff engaged in a professional development session in relation to the Aboriginal Education Policy and support documents available to ensure students receive rich and relevant information about Indigenous Australia.

Multicultural and anti-racism education

Staff and students have embraced programs to enhance informed understanding of other cultures. Excursions and programs encourage students to have a greater awareness and respect of cultural, historical, linguistic and religious differences between cultures. The school also held an excursion to Forster where students were taught about our local Aboriginal history in the area.

students and parents/caregivers as well as providing an opportunity for parents to value the educational connections such excursions have.

Other school programs

During 2018 we have continued to support and nurture the following areas:

- **EAFS**

Early Action for Success is the department's commitment to improving students' literacy and numeracy performance in the early years of schooling (K–3). 2018 saw the ongoing implementation of the initiative at Coolongolook Public School moving into Phase 2. The three year commitment (2017–2020) involved the employment of an Instruction Leader who is shared between four neighbouring schools. The role of the Instructional Leader (Toni Johnson) involved working closely with staff to identify the needs of students and moreover to deliver quality differentiated teaching practice in Literacy and Numeracy for all students. The deep analysis of student data and ongoing tracking of student progress against the Literacy and Numeracy continua, facilitated the identification of students in need of targeted intervention and extension. Coolongolook Public School committed to 'Early Action for Success' by prioritising professional learning for K–2 staff in the L3 pedagogy, designed to cater for all students at their point of need in all areas of Literacy.

- **Student leadership**

Our student leaders ran 15–20 minute fitness lessons 2 days a week for all students. This developed their leadership skills as they had to organise, explain and 'coach' the other students in physical activities of their choice. They were able to use their initiative and deliver physical activities that supported, encouraged and developed all students as sportspeople. They also encouraged sportsmanship and ensured all activities catered for ability levels for K–6 students.

Student leaders also took on a variety of roles throughout the year including running several assemblies, thanking guests for visits and being the masters of ceremony for our presentation night.

- **Family and community programs**

Parents/caregivers and community members have been invited to and have supported our school in many ways. We invite parents to participate in information nights and other in-school events to connect school learning to the home and so parents and caregivers are able to support their child's learning at home, engaging in conversations and answering questions.

Parents are also welcome to attend many of our excursions, which not only reduces travel costs for all our students, but also promotes conversations between