Messages

Principal's message

We all know that nothing comes without a lot of dedication, cooperation and hard work by many people. So let me take this opportunity to offer my thanks to the parents, students, teachers, school learning support officers and administrative staff for a job well done.

I would like to thank all of our school leaders from our school captains and vice captains through to house leaders, peer support leaders and class SRC members for their outstanding contributions to our school and each other. It is definitely a school that lives by its motto of cooperative and caring.

I would like to acknowledge the Community support our school receives. I would like to thank the dedicated group of parents that form our P&C committee, coordinating fund raising activities, special events and our school canteen. The funds they raise come back to the school to help make your school a better place. I would like to thank the many volunteers that come to our school to help out in a variety of different ways such as listening to students read, leading some of our ‘Clubs’ groups, helping to cover library books and helping us with special projects, such as the dragon puppetry project.

As well as enjoying the academic successes of the classroom, four students have worked hard in the Clarence Science Initiative this year at South Grafton High School (SGHS). Once again in 2009, three students from Coutts Crossing have been accepted into the Clarence Science Initiative at SGHS following a rigorous and competitive selection process. Many students have taken up the challenge of the Premier’s Reading Challenge and completed their required number of books read and I have had visits form many students who have finished their 100 nights reading and earned their book. We have enjoyed the successes of students who have challenged their skills in the International University Competition through UNSW, coming away with many credits and a distinction in English.

This year we have 6 students who have reached gold level, showing an excellent attitude and approach to their schoolwork and representing the school at functions both locally and further afield. Furthermore, we have had many students reach silver, bronze and teachers’ awards. Well done to all these students.

Year 6 students are leaving us very soon, heading off to different and exciting new territory. We wish them every success in their new ventures.

The new year will bring exciting challenges to us all. Let me take this opportunity to wish you all a safe and relaxed festive season. Thank you all for your support throughout 2008. We look forward to that continued support in 2009.

Matt Hankinson

P&C message

The school started the year with a new principal, Matthew Hankinson, who has been very helpful and informative at all our meetings throughout the year. As President of the P&C, I have thoroughly enjoyed working with Matt and look forward to working with him again next year.

The P&C have had a fairly quiet but profitable year in 2008. Our fundraisers this year included raffles for mothers’ and fathers’ day, Coutts Crossing Calcutta and Race Day and holding a canteen stall at the athletics carnival. We also held a successful hamper raffle and a sausage sizzle on our carols night.

The P&C introduced book club this year and it has been a great success. While we don't make any direct profit from the scheme, we have received quite a large number of free books for the library, presentation day awards and ‘100 Nights Home Reading’ rewards.

It has been great working with all the committee members, who have all done a sensational job this year. Our numbers have grown since last year which is great and hopefully they will grow again next year.

Tracy Hunt
President, Coutts Crossing P&C
Student representative’s message

Year six of 2008 has enjoyed a really good, exciting year and we will miss this school a lot.

Over the year we have worked with EnviTE planting trees and conducting a waterbug survey; visited South Grafton High School for many science afternoons; participated in the local eisteddfod; created dragon puppets with Pamela Denise and Saynaap Kinghorne; as well as enjoying our Brisbane excursion while the rest of the school had the opportunity to visit the Pet Porpoise Pool recently. We also made a movie for the Big River Film Festival, participated in Newspapers in Education and lots more activities.

Year six have enjoyed the opportunity to have a kindergarten buddy which has helped us become more responsible and helped the kindergarten students get used to our school. We have had a lot of fun this year.

We have had many experiences throughout our time at Coutts and we would like to thank the teachers and P&C for helping us out for things like Level 0 days, excursions, discos and fund raisers.

We hope the captains for next year have as much fun as we did and they can do as good a job as us. Only kidding, but they will learn a lot of new things and be responsible for our school. Good luck to the Captains, Hasani and Sarah and Vice Captains Brad and Amber. We hope that the school has a great new year and that you’ll miss us. Thank you for reading the School Captain’s report.

Brianna, School Captain

School context

Student information

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

Student enrolment profile

![Enrolments Graph](image)

Student attendance profile

![Student attendance rates Graph](image)

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

![Class sizes Table](image)
Due to changing numbers our class structures later changed to move all year 1 students into the K/1 class leaving a 2/3 instead of a 1/2/3 class.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Staff retention
Mr Matthew Hankinson replaced the Mrs Colette Abrahall as principal at the beginning of the school year. Our fifth teaching position was held casually by Mrs Michelle Tobin and when our student numbers indicated a drop to four classes all permanent staff members retained their position throughout 2008. Mrs Tobin has been employed on many instances during the year to support our school programs.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.2%.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>19%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>121 655.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>87 189.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>34 615.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21 136.54</td>
</tr>
<tr>
<td>Interest</td>
<td>7 764.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 881.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>277 242.97</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 936.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>10 026.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8 882.93</td>
</tr>
<tr>
<td>Library</td>
<td>822.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 167.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 986.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10 266.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34 849.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9 073.52</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22 383.17</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 881.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 772.73</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>185 050.08</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>92 192.89</strong></td>
</tr>
</tbody>
</table>

The large amount of funds carried forward, includes the federal grant received for the construction of our covered outdoor learning area (COLA) over the basketball court which has not yet been completed.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the Parents and Citizens Committee. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

Arts

We have enjoyed a successful year in the arts during 2008. Our school has enjoyed many performances throughout the year with our carols night, education week concert and at school assemblies.

Students in 5/6 participated in a cineliteracy project this year, planning, filming and editing their own film entitled Gladiator’s Destiny. This film was entered in the Big River Film Festival and received the award for Best Cinematography.

At the Grafton Regional Show students from our school entered many artworks which received awards. For their excellent efforts with quilling, Erin received 1st place and Corey received 2nd place.

Congratulations also to the following students who each received a Highly Commended Award - Ryan, Brittany, Courtney (all for quilling), Kassi (collage), Breanna and Laura (Portraits), Jacob (paper craft frog), Kiara and Matthew (recycled material astronauts). Many students also had their artwork displayed at Grafton Regional Art Gallery as part of a Small Schools Art Display.

At the Grafton Eisteddfod students enjoyed great success for their percussion, dance and poetry recitals. They poured a lot of energy and enthusiasm into their events and had practised very diligently. They were rewarded for their efforts by winning the verse speaking section and receiving a ‘highly commended’ for both the dance and percussion sections. In addition students were entered in individual verse speaking competitions and came away with wonderful results. First place trophies were won by Caitlin, Breanna, Abbie (x2), Sarah, Kelly (x2), Chris R, Jake, Kim and Brittany. Second place medals went to Abbie, Rachel and Brittany. Third place medals to Emily and Gracie. Highly Commended ribbons went to Caitlin and Kelly. Congratulations and thank you to Mrs Edwards and Mr Bruce for organising these groups.

Sport

We have enjoyed an excellent sporting year during 2008 with three students representing North Coast at state level events. These students are Jake in PPSA Swimming, Sarah in PSSA Athletics and Laetitia in flat riding through Pony Club.

Jake was placed 29th in 50m backstroke at NSW PSSA Swimming in Sydney. Sarah was placed 23rd in long jump and 4th in high jump at NSW PSSA Athletics in Sydney. Laetitia was placed 4th in riding class, 4th in lead class and 1st in bare back class representing Grafton Pony Club at the NSW Flat Riding Event held in Grafton.
During the year, 12 students represented our school in two tennis competitions, the PSSA Knockout and the Dudley Jones Tennis Competition. The school was also represented by teams in both the PSSA Football and PSSA Netball competitions during the year. All teams enjoyed great games and excellent sportsmanship.

Finally we are very proud that our school was able to win the Clarence Valley Small Schools Champion Shield for both swimming and athletics this year with the majority of age champions at both events. Overall we have enjoyed a successful year in sport and we look forward to 2009.

This year our school co-hosted the Clarence Valley Gymkhana with Grafton Pony Club. We had three riders participate. They were Laetitia, Candice and Brianna, all achieving ribbons of success from one or more of their events.

Our school football team also participated in the Reg Brown Mixed Football Competition and the students had a wonderful day playing students from other Clarence Valley schools.

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 the assessments.

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

The NAPLAN results for year 3 students in broken down into the different components of reading, writing, spelling, grammar and punctuation.
Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Literacy – NAPLAN Year 5

The NAPLAN results for year 5 students in broken down into the different components of reading, writing, spelling, grammar and punctuation.

Percentage of students in bands:
Year 5 reading

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 5 writing

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 5 spelling

Band
- Percentage in band
- School average 2005 - 2007
- LSG average 2008
- State average 2008
Progress in literacy

The progress in literacy graph for year 3 students in reported on reading and writing.

Numeracy – NAPLAN Year 5

Progress in numeracy
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>64</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71</td>
</tr>
</tbody>
</table>

Multicultural education
Students celebrated diversity through a variety of activities. Students celebrated different cultures during Olympic units covering many different cultures and countries.

Parent, Mrs Saynaap Kinghorne, introduced a number of Vietnamese dishes for sale to students and staff on her canteen days.

Significant programs and initiatives
Aboriginal education
NAIDOC week was celebrated with the children engaged in traditional Aboriginal art and craft including boomerang design as a major art focus, music and internet research activities.

All primary grades watched the live 'Sorry Speech' delivered by Kevin Rudd on February 13th and read literature to educate students about the stolen generation and the need for a National apology.

HSIE units studied throughout the year included Aboriginal perspectives, ensuring all students are educated about Aboriginal history and culture, past and present.

The NAPLAN average results for Indigenous students in overall literacy and numeracy is higher than our school average in year 3 in 2008.

Respect and responsibility
Year 6 students were trained in facilitating peer support activities which lead into whole school sessions with year six students leading peer support activities with groups K-6.

School leaders run our fortnightly assemblies where respect and responsibility is promoted and valued. School leaders also coordinate these assemblies and hold special duties at our school.

Students have participated in the ANZAC Day March, Vietnam Veterans’ March, attended the local Remembrance Day ceremony and have supported the Clarence community Jacaranda festival through our Dragon Boat Puppet display and the student March of Youth.
A dedicated band of students attend the Jacaranda March of Youth on Saturday morning.

Many students have attained their Teacher Certificates as well as Bronze and Silver Awards in our school welfare system. This year, five students attained the Gold Award level and went to lunch with the principal.

Community Involvement

We are fortunate to have an involved community. In addition to P&C, we have a dedicated band of parents who run the P&C operated canteen. We have also benefitted from parent helpers who have run special activity groups each Monday afternoon for five weeks during term three. Thank you to John Moloney who ran a guitar club, Tracy Hunt who ran a line dancing club, Chris Stevens who ran a sewing club, Tanya Bell who ran a scrapbooking club and Tiffany Boland who ran a healthy snacks club. We were also very lucky to have Pamela Denise and Saynaap Kinghorne coordinate our dragon puppets project. We are very lucky to have such an enthusiastic group of parents at our school. Thank you!

Progress on 2008 targets

Target 1
100% of students display improvement in spelling

A whole school focus targeted spelling utilising the North Coast Region Classroom Strategies for the Teaching of Spelling document and staff professional learning with the assistance of Margaret Noble, Quality Teaching-Literacy Consultant. We focused upon incorporating a balanced spelling program including phonological knowledge (how it sounds), visual knowledge (how it looks), morphemic knowledge (how it changes) and etymological knowledge (word origins).

Our achievements include:

All grades increased their average score in each of the spelling knowledge areas; phonological, visual, morphemic and etymological, using the criterion spelling assessment tool from the North Coast Region Classroom Strategies for the Teaching of Spelling document. An overall average improvement graph is shown below for each spelling knowledge type.

7% of year 3 students in band 1 for NAPLAN Literacy (overall), down from 18.2% in 2007.

63% of students had a growth of at least one band in BST/NAPLAN results between year 3 to year 5 in writing. Growth rate has improved progressively over the past 3 years.

School average NAPLAN results place spelling results in band 3 for year 3 and band 4 for year 5, but needs to be higher.

Target 2
Improved problem solving skills for all students through Quality teaching

A whole school focus targeted problem solving skills for all students, incorporating explicit teaching of problem solving skills and interpreting questions. The school utilised the 15 Weeks to Success, 30 Weeks to Excellence program and was assisted by Mr Kim Morley, Quality Teaching-Numeracy.

Our achievements include:

13% of year 3 students in band 1 for NAPLAN Numeracy (overall), down from 18.2% in 2007.

80% of students had a growth of at least one band in BST/NAPLAN results between year 3 to year 5 in numeracy, 40% moved 2 bands.

Using the item analysis in NAPLAN, students reduced the gap between school results and state results in problem solving. Year 3 improved by 34 percentage points and year 5 improved by 56 percentage points.

Quality teaching is a focus of teacher programming for student learning and is an explicitly apparent in teacher classroom programs.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Leadership and Personal Development, Health and Physical Education.

Educational and management practice

Leadership

Background

Leadership was evaluated as an appropriate aspect of the educational and management practice cycle, especially considering it has been a key learning point as a new principal to the school. Teacher and Leader Quality is also a priority area in the North Coast Regional Plan 2009-2011. Leadership was evaluated using the School Map Leadership surveys for teachers, students and parents.

Findings and conclusions

All survey groups recognise that our school encourages staff, parents and students to take on leadership roles at our school and that all members of the community are treated fairly. School Map analysis also highlights that school leaders show commitment to school improvement.

Future directions

Leadership roles within the school will continue to be promoted for students, staff and parents through various forums and committees. We will continue to listen to the voices within our community and communicate openly with parent and student bodies.

Curriculum

Personal Development, Health and Physical Education

Background

Personal Development, Health and Physical Education (PD, H, PE) is one of the six key learning areas and is an import curriculum area.

PD, H, PE was evaluated using a school based survey for parents, teachers and students.

Findings and conclusions

Many parents and students rated Personal Development and Health as needing greater definition and explanation. Many students felt that PD and Health was very passive and would benefit from greater student involvement. 60% of students surveyed indicated they enjoyed PD and Health. 90% of students surveyed indicated they enjoyed PE and Sport. 100% of parent respondents felt that greater communication to parents about the content of PD, H, PE units would be appreciated as well as greater use of community facilities. One respondent stated that it was “great to see the kids outside and active.” Amongst the staff surveys 100% of staff felt confident teaching PD, H, PE and 66% already incorporated elements of Quality Teaching within their teaching and learning program.

Future directions

The school will develop a scope and sequence of planned sports development (utilising local community facilities) and units of work from the PD, H, PE syllabus. Units of work will develop greater significance for students using Quality Teaching. The school will purchase safety equipment so that students can safely participate in all field events. Modified sports equipment will be purchased to accommodate students with disabilities. A communication sheet explaining classroom units will be organised to go home each term to allow parents to understand what topics are currently being covered in their child’s classroom.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In the School Leadership survey, all parent responses were positive with no survey indicating a low score. Parents have also praised the school for the opportunities available for their children throughout the school year and that “quality of real life education that Coutts School offers is unique in the present day.”

Students have indicated that they “enjoy being active”; “playing with friends”; “getting out of the classroom” and “learning new things”. Students have highlighted the many programs they have participated in throughout the year as great memories of the school. Such programs include Clubs, Brisbane excursion, cineliteracy, Pet Porpoise Pool, dragon puppet construction and waterbug surveys, amongst many others.
Teachers have indicated many positive outcomes about the school and listed the key strengths of the school as the supportive and cooperative nature of the school team, cooperative and caring small school environment in a lovely rural setting and valued the small school community where everyone cares and looks out for each other including students, staff, parents and community members. We thank everyone for their support of the school.

Professional learning

All staff members attended training in relation to Classroom Strategies for the Teaching of Spelling, Using Interactive Whiteboards in the Classroom, Child Protection, Asthma, Emergency Care, Resuscitation, Integrating Computer Technology in the classroom, Working Mathematically and Problem Solving, Writing Powerful Narratives and Quality Teaching through staff development days and regular staff meetings at no additional cost.

Furthermore three staff attended 15 weeks to success, 30 weeks to excellence, different staff members attended leadership induction course, Keep them Counting, Science Summer School, Quality Teaching Conference, Sustained In-School Support, Differentiating COGs for Gifted and Talented, Quality Teaching School Planning, School Finance, English as a Second Language, Integrating Technology – Adobe Flash Software, Secondary Numeracy Assessment Program (SNAP) and Adjustments and Accommodations for students with disabilities. Staff utilised tied Professional Learning Funds of $4175 in addition to targeted funds within the school’s global budget of $1067. Some courses did not cost the school as they were attended after school hours or during school holidays.

School development 2009 – 2011

The focus for school development 2009-2011 will target improved literacy results, numeracy results and integrated use of technology to support classroom teaching and learning. These align closely to the North Coast Regional Plan 2009-2011 Priority Areas of Priority Area 1: Literacy, Priority Area 2: Numeracy and Priority Area 6: Connected Learning. These are our strategic targets and will impact upon the school management targets for each year 2009-2011.

Targets for 2009

The school management targets for this year align to our strategic targets of improved literacy, numeracy and integrated use of technology to support teaching and learning.

Target 1

Increase the number of students in the top two bands of NAPLAN Literacy 2009

- From 7% in year 3 to 15%
- From 0% in year 5 to 15%

For year 3 the top two bands are bands 5 and 6. For year 5 the top two bands are bands 7 and 8. For year 7 the top two bands are bands 8 and 9.

Strategies to achieve this target include:

Daily sustained writing with increasing time limits.
Explicit teaching of reading comprehension skills including inferential comprehension skills.
Emphasis on writing and spelling skills to improve accuracy.

Our success will be measured by:

Improved reading recovery levels.
Greenbox and Bluebox progress.
Improved Reading Progress Test results
South Australian Spelling Results
Writing Samples and Criterion marking
NAPLAN results
Target 2

*Increase the number of students in the top two bands of NAPLAN Numeracy*
- from 7% in year 3 to 15%
- from 7% in year 5 to 15%.

For year 3 the top two bands are bands 5 and 6.
For year 5 the top two bands are bands 7 and 8.
For year 7 the top two bands are bands 8 and 9.

**Strategies to achieve this target include:**

Set a regular scoreboard to measure improvement in basic algorithms 3-6.

Explicit and specific focus on interpreting data from graphs for stages 1 and 2.

Explicit and specific focus on working with fractions and decimals in stages 2 and 3.

**Our success will be measured by:**

- Class improvements indicated on algorithm scoreboards in each classroom.
- NAPLAN results
- Grade tests
- Improved results in Mathematics Competitions

Target 3

*80% of students move at least one achievement level in the Coutts Crossing Public School Information and Communication Technology (ICT) Skills Level System.*

**Strategies to achieve this target include:**

- Explicitly planning to integrate ICT in all teaching/learning programs.
- Developing our student checklist and scope and sequence of ICT skills to incorporate levels of proficiency.
- Uploading quality ICT work samples to new school website.
- Integrating Interactive Whiteboard (IWB) Technology into Teaching and Learning Programs
- Upgrading computer equipment.
- Purchasing an additional Interactive Whiteboard.

**Our success will be measured by:**

- Monitoring classroom programs
- Charts of student ICT proficiency
- Computer Skills Assessment 6 (CSA-LAN) from EMSAD
- Improved results in Computer Skills Competitions

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**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Matt Hankinson, Principal
Sharon Edwards, Assistant Principal
Willie Crawley, Teacher
Graeme Bruce, Teacher
Noeline Simpson, School Administrative Manager
Tracy Hunt, P&C President
Brianna, School Captain

**School contact information**

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Fax: 6649 3051
Email: couttscros-p.school@det.nsw.edu.au
Web: http://www.couttscros-p.schools.nsw.edu.au

School Code: 1666

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: