Coutts Crossing Public School
Annual School Report
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 our team; that is the parents, students and staff for a job well done.

This year we began the two-year program under the National Partnerships Reform Extension Initiative, which has provided us with additional funds and two highly, accomplished teachers, Mrs Gale and Mrs Cavanagh shared amongst Coutts Crossing, Glenreagh and Lawrence Public Schools. Mrs Gale and Mrs Cavanagh have been working with the teachers and students to look for new ways to improve our teaching and learning through innovative projects and professional development. We welcome Mrs Gale and Mrs Cavanagh to our school and have gained many positive learning experiences during your time at our school so far.

I would like to thank our school leaders, School Captain Abbie and Vice Captain Rachel 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.

In 2011 we enjoyed our two-year cycle year, which included the Small Schools’ Big Impact Concert, our whole school musical and the P&C Float in the Jacaranda Float Procession. Each of these key events highlights how well we work together as a team, that is, as a team of small schools and as our local team of students, parents and staff. We are all able to pitch in, have a wonderful time and come up with a great result, highlighted by last night’s successful Christmas Carols Evening. Thank you to all students, parents and staff for your enthusiasm and dedication to making our school a wonderful place to work and learn.

I would like to acknowledge the additional 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. In 2011, our P&C was able to help upgrade our playground equipment and have committed funds towards our centenary celebrations in 2013.

I would like to thank the many volunteers that come to our school to help out in a variety of different ways such as working in canteen and our breakfast program, listening to students read, helping to cover library books, helping with library stock-take, assisting with decorations for our important school events such as our school float, the disco, carols and the year six farewell. Thank you also to the parents and community members who work tirelessly to help our school in many different ways including our hardworking Centenary Committee preparing celebration events for 2013 when our school turns 100!

We provide quality education and a strong foundation for further learning at high school. As well as enjoying the academic successes of the classroom, three students have worked hard in the Clarence Science Initiative (or CSI class) this year at SGHS. They are Sarah, Samantha and Rebecca. In 2012, Sarah and Samantha will continue with this successful program. Additionally, Sarah, Samantha, Mara, Tia, Samuel and Abbie joined the Clarence Asian Studies and Languages Initiative, studying Japanese and Indonesian languages and culture at South Grafton High School, culminating in a language camp held earlier this term. Furthermore, all year six students who applied from our school were accepted into South Grafton High School’s Self Select program for 2012. We have enjoyed the successes of students who have challenged their skills in the International University Competition organised by UNSW, coming away great levels of participation and with credits for Sarah (in English), Caitlin (in Writing, English and Mathematics) and Bethany (in Science, Spelling, English and Mathematics) and distinctions for Bethany (in Computer Skills and Writing).

The new year will bring exciting new challenges. Good luck to our students entering high school next year and the new challenges you will face. Thank you everyone for your support throughout 2011. We look forward to working together in 2012, building the foundations for future success for our students and children.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matt Hankinson

P & C message

Another year has almost passed; time flies so quickly when you are having fun. I have once again thoroughly enjoyed my position as President of the Coutts Crossing Public School P&C Association.

Our P&C has been very successful this year. We have gained some new members and our meetings have been tremendous as our numbers have grown (finally).

The P&C was able to purchase $1500 worth of percussion instruments for the school this year to be used not only for school performances but also the Grafton Eisteddfod. Some panels of our school play equipment required replacing, so the P&C has organised to replace this equipment so it remains safe for the children to use.

I would like to thank all our hard working parents and grandparents who have helped out this year with our fundraisers. Without your help these fundraisers would not be able to take place.

I would like to give an extra thank you to the following people, our Principal Matt, our treasurer Noeline (who makes our jobs a lot easier) and our secretary Kristina. I thank you all for your hard work and efforts this year. Unfortunately we will be losing Kristina at the end of the year as her youngest child is off to high school next year. We will miss you Kristina.

Our fundraisers this year have included a weekly cake raffle, Easter school disco, Easter raffle, mothers’ day stall, pie drive, fathers’ day stall, a school musical raffle, September raffles at the Coutts tavern, a Bunning’s bbq, school disco, a slice and treats drive, kids’ art calendars, Christmas hamper raffle and finally a Christmas Carols by Candlelight bbq.

So as you can see, 2011 has been another hard working and successful year. I am looking very forward to seeing what 2012 will bring us.

Tracy Hunt

Student representative’s message

Our students have been involved in many activities in 2011.

This year we introduced Moodle. Moodle is a way of doing work on the internet and handing it in over the internet. We had a lot of fun using it. Also this year we began using our video conferencing equipment. We joined an Indian videoconference hosted by Questacon. The class of 5/6H had a lot of fun doing Indian dances and looking at some of their foods and lifestyle. We connected with students from Nymboida to share Personal Development and Health lessons. We also joined with three other Clarence Valley Small Schools for VC Debating.

Earlier in the year we went to Shannon Creek Dam and walked on the new walking track. We did many activities there including a water bug survey, a bushwalk and planted some native plants. We had a lot of fun and we enjoyed it.

Some students from 5/6H went to CSI and Samantha and Sarah broke the CSI record of 27 kilos with the new record of 60 kilos for a paddle pop stick bridge, which is amazing. The class of CSI went on a variety of excursions like walking under the Grafton Bridge and going the marine science centre at Coffs Harbour and much more.

Earlier in the year Sarah, Samantha, Mara, Tia, Samuel and I went to CASLI at South Grafton High School we learnt Indonesian and Japanese. We had so much fun. We learnt our names in Japanese and I still have my Japanese name at home. Japanese and Indonesian was fun to learn and their dances are amazing.

A few weeks ago Sarah, Samantha, Mara, Tia and I went to the CASLI camp. We did so many activities. We did Japanese dances, taiko drumming, randai (the big pants dance), cooking, sushi, auctioning, minute 2 win it games and much more. We had so much fun there.

During this year class 4/5/6H went on an excursion to Coffs Coast Beach School we did some interesting stuff such as the Leap of faith, Giant Swing, Power Fan Drop, Canoeing, Swimming, Archery and much more. We met some nice people there, such as Bruce our wonderful chief, Bec, Duggy, Azza and Aaron our fabulous instructors. We had so much fun there.
During the past years and this year we have had a variety of discos we would like to thank the P&C and all the teachers for their efforts to make the discos fun and enjoyable.

We would like to thank Mrs Hunt and Mrs Dalgliesh for the time you took towards organising the Year Six Farewell.

We enjoyed coming to school since we began in kindergarten and we have enjoyed the opportunity to be school leaders this year. This has been the best time. Thank you, Mr Hankinson, for being a great teacher this year. Also thank you to Mr Bruce, Mrs Edwards and Ms Crawley for being our teachers throughout our years at this school. We couldn’t have done it without your teaching and support. Thank you.

Abbie and Rachel

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
The graph below shows the enrolment pattern over the last five years.

Student attendance profile
Our attendance patterns over the past four years have remained strong and consistently higher than 90%.

Management of non-attendance
Attendance at Coutts Crossing Public School is managed through attendance sheets, marked daily. All full and partial absences and parent notifications are recorded. Students who have an unsatisfactory attendance or notification rate will receive reminder notices to parents requiring an explanation. Further concerns may be followed up with a parent interview. This process is monitored and supported by our Home School Liaison Officer. Parents are informed of total absences in student reports sent home each semester.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

During the year our student numbers fluctuated with different families arriving and moving away. At the end of term two we restructured our classes slightly to allow for an increasing number of K-1 students arriving at our school. Our class structure changed to include a K/1 class, a 1/2/3/4 class and a 4/5/6 class. This allowed a fairer distribution of students in classrooms. In July-August we were only two students away from establishing a fourth class, before dropping slightly once again.
Structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>12</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff information

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

During 2011 and 2012, our school shares two Highly Accomplished Teacher positions with Glenreagh and Lawrence Public Schools under the Federal National Partnerships Reform Extension Initiative.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Highly Accomplished Teachers</td>
<td>0.7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.294</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>5.799</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Indigenous composition of the workforce at Coutts Crossing Public School is 0%.

Staff retention

From 2010 to 2011 we lost one permanent teacher through nominated transfer due to small student numbers. We have gained two highly accomplished teachers for the period 2011-2012.

Teacher qualifications

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

Qualifications

<table>
<thead>
<tr>
<th></th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</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>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>5.799</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>87319.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>75928.37</td>
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<tr>
<td>Tied funds</td>
<td>115281.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16845.32</td>
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<tr>
<td>Interest</td>
<td>5430.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1474.86</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>302280.32</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>6138.72</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4374.61</td>
</tr>
<tr>
<td>Excursions</td>
<td>3523.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>993.56</td>
</tr>
<tr>
<td>Library</td>
<td>993.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4591.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122439.18</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>11270.92</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21008.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12099.44</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3819.09</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1474.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>191734.42</td>
</tr>
</tbody>
</table>

Balance carried forward: 110545.90

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Parents and Citizens’ Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Coutts Crossing Public School has enjoyed a rewarding year in 2011 with many achievements for students, parents and staff. In the following sections we will outline our major achievements for 2011.
Achievements

Arts

In the arts there have been many occasions in which our students have excelled. We achieved excellent results in the Grafton Eisteddfod with many outstanding performances in percussion (first place), choir (highly commended) and poetry recital (first place). Thank you to Mrs Edwards, Mr Bruce and Mrs Hunt for working with these talented groups of children. Mrs Hunt’s dance troupe also represented our school at the Small Schools, Big Impact Concert this year, highlighting small schools’ performing arts skills. We have also enjoyed many successes and prizes for art displayed at the Grafton Regional Show. Mara created many outstanding artworks following her win of a grant to enter the Grafton ArtsFest in 2011. Our Jacaranda banner was well received at the Jacaranda March of Youth this year. Thank you to Ms Dalgleish for coordinating the construction of the school banner. In Cineliteracy (film making) we have entered into the Big River Film festival once again with our film ‘coutts Funniest School Videos’ superimposing live character filming with digital backgrounds and receiving the trophy for Best Comedy. This year our key performance was the whole school musical ‘The Billabong Prank’ which was a hit with family and community members. Thank you to Mrs Edwards for coordinating the whole school effort.

Sport

In sport there have been many outstanding efforts and performances. Sophie has once again amazed us with her swimming talents going through to NSW PSSA State Swimming. In the Winter Trials CJ performed very well with football (soccer) and was selected in the Clarence team and progressed to the Mid North Coast selections. We had many talented runners in cross country and athletics. Congratulations to Tia and Hamish who progressed to the Mid North Coast Zone Cross Country. In Athletics, Murren was age champion for the Clarence Small Schools Athletics Carnival and the winner of the Coutts Crossing ‘Gift’. She made wonderful improvements with her throwing and made it to the NSW PSSA Athletics Carnival in Sydney for discus. This year we have also enjoyed competitive tennis through the Dudley Jones Memorial Tennis Competition, coordinated by Mrs Edwards and soccer through the small schools’ soccer knockout competition. Well done to all our students for their levels of participation and enthusiasm.

Academic

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

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

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

To comply with confidentiality, schools with a cohort of less than 10 students cannot give results that may implicate certain students. As a result three year averages have been used in the graphs shown. Comments may not be made about 2011 results as individual children may be identified.

Literacy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Percentage in bands: Year 5 Reading

Percentage in bands: Year 5 Spelling

Percentage in bands: Year 5 Writing

Percentage in bands: Year 5 Grammar & Punctuation
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in Reading between Year 3 and 5

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

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.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.0</td>
</tr>
<tr>
<td>Writing</td>
<td>90.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

NAIDOC week was celebrated with class activities based around traditional Aboriginal art, craft and literature, in addition to Aboriginal perspectives being implemented throughout all key learning areas. Our school has implemented the Aboriginal Education and Training Policy and the associated Aboriginal Education and Training Strategy 2009-2012.

Multicultural education

Multicultural education is integrated across all subject areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE students studied customs and beliefs from other countries. In 2011 class 4/5/6 investigated the country of Iceland through a shared online learning experience shared by a large number of Clarence Valley Small Schools through a Moodle structure and included linking through video conferences to study the culture and customs of Iceland.

National partnership programs

In 2012 our school began on the National Partnerships Reform Extension Initiative (under Low SES). This allowed our school to partner with Lawrence and Glenreagh Public Schools to share two highly accomplished teachers (HATS) towards developing new ways to improve our teaching and learning through innovative projects and professional development. This program will continue into 2012. Our priority areas for the Reform Extension Initiative match our school priorities of Literacy, Numeracy and Information and Communication Technologies (ICT).

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>55.6</td>
</tr>
<tr>
<td>88.9</td>
</tr>
<tr>
<td>66.7</td>
</tr>
<tr>
<td>77.8</td>
</tr>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

Progress on 2011 targets

Target 1 - Literacy

Increase the number of students, in year 5 NAPLAN results, at Proficiency for Reading from 0% to 20% or greater.

Increase the number of students, in year 5 NAPLAN results, above National Minimum Standard for Reading from 37% to 60% or greater.

Our achievements include:

- Significant improvement in moving greater number of students into the proficiency bands of NAPLAN for reading. Achieved 44% of students in year 5 NAPLAN in 2011 from 0% in 2010, surpassing our target.
- Significant improvement in moving greater number of students above the National Minimum Standard bands of NAPLAN for reading. Achieved 56% of students in year 5 NAPLAN in 2011 from 37% in 2010, almost meeting our target of 60%.
- Utilising National Partnerships Reform Extension Initiative staffing and funding to implement a number of positive programs for literacy at our school. Programs include THRASS, Focus on Reading 3-6, Reading Recovery (Small and Isolated Schools) and student tracking of literacy skills.

Target 2 - Numeracy

Increase the number of students, in year 5 NAPLAN results, at Proficiency for Data, Measurement, Space and Geometry from 0% to 20% or greater.

Increase the number of students, in year 5 NAPLAN results, above National Minimum Standard for Data, Measurement, Space and Geometry from 50% to 80% or greater.

Our achievements include:

- Significant improvement in moving greater number of students into the proficiency bands of NAPLAN for Data, Measurement, Space and Geometry. Achieved 13% of students in year 5 NAPLAN in 2011 from 0% in 2010.
• Significant improvement in moving greater number of students above the National Minimum Standard bands of NAPLAN for Data, Measurement, Space and Geometry. Achieved 87% of students in year 5 NAPLAN in 2011 from 50% in 2010, surpassing our target.

• Successful integration of Mathletics into our numeracy programs via National Partnerships

Target 3 – Information and Communication Technology
Increase the number of K-6 students progressing at least one level in the school ICT Proficiency Level System from 90% to 94%.

Our achievements include:
• Significant improvement in moving greater number of students progressing at least one level in the school ICT Proficiency Level System. Achieved 95% of students achieving one level or more in 2011 from 90% in 2010, surpassing our target.
• Developed and used Moodle coursework for students to work at their own pace via internet framework and digital resources.
• Widened the scope of Moodle courses to include training staff from all Clarence Valley Small Schools and delivery of the Geography Mystery Moodle to students from the majority of small schools involved.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Leadership

Background
A major part of our educational management practice is to develop leadership opportunities for our staff and students. This is particularly appropriate this year with two highly accomplished teacher positions shared amongst Coutts Crossing, Glenreagh and Lawrence Public Schools, allowing many leadership opportunities. In fact one of the key reforms under National Partnerships we must address is the reform around “Incentives to attract high-performing teachers and principals.” Furthermore, leadership opportunities, for students, are an important aspect of student development and engagement.

Findings and conclusions
“The leadership is great”
7% of students felt that loss of two vice captains was not good for student leadership.
27% of students felt that changing the SRC class representatives midyear was a good idea to share leadership opportunities and 18% felt that we should have SRC meetings more often.
7% expressed the need for student leadership positions to have more responsibilities.
“I think that the leaders need to have more responsibility”
100% of staff selected leadership as an aspect of the school they were happy with and 50% of staff agreed that changing SRC representative midyear was a good way for more students to develop leadership skills.
Parent suggestions included sharing running the assemblies with other senior students for greater leadership and public speaking opportunities.

Future directions
The Student Representative Council (SRC) will need to be given a structure and a greater voice within the school. They can be elected and meet with the house captains to discuss the roles of house captains, school captains and the SRC. SRC positions will be re-elected midyear.
Senior students will take turns to support the school captains run the fortnightly assemblies.
Curriculum

Mathematics

Background

Mathematics is a key focus of our Reform Extension Initiative and an area where we have recently adopted a new program called Mathletics which offers both an online learning and practice website and linked textbooks. While developing further strategies for 2012 a review of Mathematics and the Mathletics program was an ideal choice.

Findings and conclusions

In Mathematics 69% of students expressed satisfaction about their progress in Mathematics, 4% were not satisfied and the remainder gave neutral responses.

“The Mathletics program that is at the school is a great way to learn and have fun.”

Responses from students indicate that the Mathletics online program is very popular; however the Mathletics booklets are not very helpful or interesting. This view is supported by teachers who felt happy with the online component but felt the books were not very helpful.

“I believe that Mathletics is not always teaching us in a way we understand it.”

Another comment that came from some students and teachers was that it would be better if the Mathletics content was more closely aligned to classroom teaching

“Mathletics provides a good link between home & school”

80% of parent responses felt that Mathletics was a good tool for helping their child/ren practice mathematics skills.

“All is good – I love the mathletics program.”

Future directions

We will conduct a mathematical equipment audit to see what resources need to be updated and re-equip classrooms with useful mathematics resources.

We will develop a whole school scope and sequence of mathematical learning and we will link the scope and sequence to the Mathletics program. Furthermore we will develop custom Mathletics courses to match the content being taught in the classroom and discard superfluous content, which can disengage students who do not have the required prior learning.

Staff will examine best practice in teaching Mathematics and the strategies to track student learning to meet student needs.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In surveys of parents 70% of responses indicated a range of things they were happy with about our school but did not identify any areas needing improvement. 100% of responses indicated that parents were satisfied with the level of communication between school and home and felt confident speaking with staff knowing they would be supportive of their children’s needs.

87% of students expressed that they like going to school. Some additional comments include; “I see my friends”, “I feel safe”, “I like playing sports”, “teachers care about pupils” and “all the nice teachers”. Of course lunch and recess rated highly as well.

100% of staff expressed that they like going to school as well. They rated highly the positive discipline system, the small size so you know students, parents and staff personally in a welcoming environment, the direction the school is headed in terms of leadership and addressing school targets.

Professional learning

Professional Learning is aligned with the school target areas and is supported through Professional Learning funds and the National Partnerships Reform Extension Initiative. Through this initiative; all staff members at Coutts Crossing Public School have attended a wide range of professional learning throughout the year. This has come from additional funding and the appointment of two highly accomplished teachers (HATs) across Coutts Crossing,
Glenreagh and Lawrence Public Schools. The HATs have been able to develop a routine of team teaching, lesson study and demonstration lessons to develop best practice and innovative techniques to enhance classroom learning. All staff members have time to work closely with one or both of the HATs and then conference about teaching strategies utilized and plan for further enhancements to teaching techniques.

All of the tied Teacher Professional Learning Funds was spent to support professional learning and was supplemented by National Partnership Reform Extension Initiative funds allocated to our school as well as school-based, cost-free initiatives run with our HATs during school time and on staff development days.

Specific programs developed throughout the year include THRASS, Focus on Reading 3-6, Reading Recovery (Small and Isolated Schools), Persuasive Writing, Developing Moodle Courses, SMART Data Analysis, Mathletics, Team Leadership for School Improvement, Quality Teaching Conference, Seven Habits for Effective People (Covey), Best Start, Asthma, Resuscitation and Child Protection Updates. These courses were run on staff development days, after school meetings and during school days when staff were released from class duties to attend professional development. The principal and HATs also attended a required HAT Induction Conference in Sydney at the beginning of the year.

This year we have no beginning teachers on staff, but both HATs are required to work towards accreditation through the NSW Institute of Teachers at Professional Leadership Level.

Total professional learning expenditure totals approximately $10 000 this year coming from tied Teacher Professional Learning funds ($3 445.80), tied Reform Extension Initiative funds ($3 420) and untied Reform Extension Initiative seeding grant ($3 445.80). This has allowed an average of approximately $3 340 spent on each permanent teacher during 2011 for professional learning.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy

Outcome for 2012–2014

Whole school focus on evidence based literacy and numeracy practices and programs, and quality evaluation processes.

2012 Targets to achieve this outcome include:

- Increase percentage of students achieving in proficiency bands in NAPLAN Reading from 14% in yr 3 2010 to 22% in yr 5 2012.
- Increase percentage of students achieving in proficiency bands using NAPLAN Writing criterion marking from 45% in yr 5 2011 to 55% in yr 6 2012.

Strategies to achieve these targets include:

- Highly Accomplished Teacher position and staff development in area of writing skills and vocabulary development. Professional Learning Plans.
- Focus on Reading 3-6 Professional Development, Quality Teaching and Criterion marking of writing.
- Individualised Learning Plans and student literacy tracking.

School priority 2 - Numeracy

Outcome for 2012–2014

Whole school focus on evidence based literacy and numeracy practices and programs, and quality evaluation processes.

Targets to achieve this outcome include:

- Increase percentage of students achieving in proficiency bands in NAPLAN Numbers, Patterns and Algebra from 14% in yr 3 2010 to 22% in yr 5 2012.
- Increase percentage of students achieving above National Minimum Standard in NAPLAN Data, Measurement, Space and Geometry from 57% in yr 3 2010 to 66% in yr 5 2012.

Strategies to achieve these targets include:

- Highly Accomplished Teacher position and staff development in area of Number,
Patterns and Algebra. Professional Learning Plans.

- Mathletics and Mathematics extension activities for high achieving and motivated students. Redesign of whole school mathematics program incorporating new Australian syllabus, Quality Teaching and Mathletics. Update school numeracy resources; physical and digital.
- Individualised Learning Plans and student numeracy tracking.

School priority 3 - Science

Outcomes for 2012–2014

Support student access to a broad and differentiated curriculum with a focus on higher achieving students.

Strengthen teacher capacity to improve student learning in science.

2012 Target to achieve this outcome includes:

- Increase percentage of students achieving credit level or higher in 2009 ICAS Science Test from 0% in yr 5 2011 to 12.5% in yr 6 2012.

Strategies to achieve these targets include:

- Highly Accomplished Teacher position and staff development in area of Science and scientific literacies. Professional Learning Plans.
- Science extension activities for high achieving and motivated students. Redesign of whole school science program incorporating new Australian syllabus, Quality Teaching and effective resourcing.
- Individualised Learning Plans and student numeracy tracking. Develop Science Moodle coursework to allow self paced tutorials and extension activities.

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.

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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: