Coonabarabran Public School
Annual School Report
Our school at a glance

Students

Coonabarabran Public School serves a diverse community with a total of 321 students with 19 identified as having special needs and 89 identifying as being of Aboriginal or Torres Strait Islander descent.

Staff

Coonabarabran Public School has a wide range of staff. Many have been at the school for a significant part of their careers and this adds to the corporate ownership of learning programs as well as extra curricula activities. Largely because of the school’s placement on the Low SES National Partnership Program in recent years, a number of new teachers were also engaged on temporary appointments, bringing fresh ideas to the school.

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

Significant programs and initiatives

The school has been placed for several years on the CAP, PSP and Low SES National Partnerships Programs. All these programs provide significant funding for the school. Details of these programs can be found later in the report.

Student achievement in 2011

Students in Years 3 and 5 participated in NAPLAN this year. Details of the results are found later in this report.

Messages

Principal’s message

Coonabarabran Public School is renowned for its academic, cultural, sporting and welfare programs focusing on the needs and care of all students. Supportive networks between teachers, students and parents are well established. This ensures that student’s personal and academic needs are met. The school emphasizes literacy programs and particularly focuses on early intervention.

Coonabarabran Public School is at the forefront in performing and creative arts programs, and is recognized for this by the wider school community.

The school has been recognized for displaying best practice in supporting students with special needs in mainstream and support classes. It is also recognized for outstanding technology resources.

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.

Noel Willoughby, Principal

P & C message

Coonabarabran Public School continues its long tradition of fostering positive partnerships with parent bodies and the wider community. Recognition needs to be made of the outstanding financial contributions, time given to support school events and catering for functions by the P & C members. The P & C continue to provide substantial funding in an increasingly difficult fundraising environment. This can only be achieved with both vision from their committees and hard work from all members.

Cynthia Smith, P & C President.
Student representative’s message

Coonabarabran Public School student’s success in 2011 was highlighted by academic and sporting achievements. Academic successes included students receiving certificates of Credit, Distinction and High Distinction in state wide competitions for English, Maths and Science.

In sport the year started with the annual school swimming carnival which was a great success. A lot of students advanced to the zone trials and some to area trials. Five students qualified to compete at the State Swimming Trials.

Later in the year we had our athletics carnival. Again many students advanced to the zone and then area trials. Four students qualified to compete at the State Athletics Carnival.

Other PSSA sporting events in which students participated included rugby league, softball, touch football, rugby union, netball and cross country. In all of these the school had at least two students representing at state carnivals.

Our fundraisers through the year raised money to buy new sports and other school equipment. The main one was the walkathon which was very successful. Some of the money raised was used to subsidise travel costs when students needed transporting to sporting events.

The walkathon was a great fundraiser. It was well supported and the school sport budget received a substantial amount of money.

Overall, 2011 was a very fun, enjoyable and successful year.

Nicholas Willoughby, School Captain and Student Representative

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>187</td>
<td>193</td>
<td>196</td>
<td>189</td>
<td>171</td>
</tr>
<tr>
<td>Female</td>
<td>172</td>
<td>162</td>
<td>156</td>
<td>152</td>
<td>148</td>
</tr>
</tbody>
</table>

Student attendance profile
### Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.6</td>
<td>92.6</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>90.7</td>
<td>91.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
<td>93.2</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.7</td>
<td>93.3</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>90.4</td>
<td>91.7</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.3</td>
<td>92.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>90.7</td>
<td>92.7</td>
<td>92.0</td>
<td></td>
</tr>
</tbody>
</table>

#### Total

|       | 91.0  | 91.0  | 92.4  | 91.3  |

### Region

|       | 92.6  | 92.6  | 92.5  |       |
| K    | 92.1  | 92.3  | 91.9  |       |
| 1    | 92.3  | 92.3  | 92.3  |       |
| 3    | 92.2  | 92.4  | 92.3  |       |
| 4    | 92.4  | 92.4  | 92.3  |       |
| 5    | 92.3  | 92.4  | 92.2  |       |
| 6    | 92.2  | 92.2  | 92.0  |       |

#### Total

|       | 92.2  | 89.9  | 92.4  | 92.2  |

### State DEC

|       | 94.3  | 94.7  | 94.7  |       |
| K    | 93.7  | 94.2  | 94.2  |       |
| 2    | 94.0  | 94.4  | 94.2  |       |
| 3    | 94.1  | 94.5  | 94.4  |       |
| 4    | 94.0  | 94.5  | 94.3  |       |
| 5    | 94.0  | 94.4  | 94.2  |       |
| 6    | 93.6  | 94.0  | 93.8  |       |

#### Total

|       | 94.1  | 92.1  | 94.4  | 94.3  |

### Management of non-attendance

The parents of any student who is absent from school are required to provide an explanation of the absence. Excessive numbers of unexplained absences are referred to the Department’s HSLOs (Home School Liaison Officers) for follow up.

A new school attendance plan will be developed in 2012.

### 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, 21st March, 2011.

<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/1D</td>
<td>K</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K/1D</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3H</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4/5K</td>
<td>4</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4/5K</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>5/6V</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>5/6V</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
</tbody>
</table>

### Structure of classes

Classes at Coonabarabran Public School are generally formed by age groupings. However, due to the uneven pattern of enrolments in 2011 it was necessary to form several multi age classes.

The school has a designated Opportunity Class for Year 5 and 6 students in Coonabarabran and the surrounding area. To qualify to enter this class students sit an exam conducted by the Department’s Selective Schools Unit when they are in Year 4. If they qualify students enter this class for two years.

The school also has a support unit comprising three classes, one of which has been disbanded for 2012.
Staff information

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

The school had no new permanent teachers who took up appointments here in 2010. Most temporary appointments, created by the employment of teachers under special programs such as Low S.E.S., and teachers replacing those on long term leave continued from 2009.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher of Multi-categorical</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Primary Priority Schools Funding Scheme</td>
<td>0.4</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Visual Disabilities</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.922</td>
</tr>
<tr>
<td>Total</td>
<td>30.261</td>
</tr>
</tbody>
</table>

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

The school employs two permanent indigenous staff members and several who fill positions on a temporary and casual basis.

Staff retention

There were two teachers who left to take up appointments at other schools at the conclusion of the 2011 school year.

Teacher qualifications

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

All New Scheme Teachers are compliant with the requirements of accreditation as defined by the N.S.W. Institute of Teachers.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>65</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</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.

Date of financial summary: 30/11/2011

Income $  
Balance brought forward 281396.12
Global funds 251167.21
Tied funds 278961.75
School & community sources 78181.86
Interest 18432.54
Trust receipts 7165.60
Canteen 0.00
Total income 915305.08

Expenditure

Teaching & learning
Key learning areas 67185.81
Excursions 34762.87
Extracurricular dissections 26311.84
Library 8359.25
Training & development 1455.93
Tied funds 302491.10
Casual relief teachers 67273.41
Administration & office 52649.14
School-operated canteen 0.00
Utilities 55132.71
Maintenance 10995.10
Trust accounts 7165.60
Capital programs 0.00
Total expenditure 633782.76
Balance carried forward 281522.32

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

All classes K – 6 continued to access a weekly music lesson with a specialist teacher. Years 3 – 6 participated in class recorder and percussion programs which gave every child the experience of playing a musical instrument.

A musical involving every class from Years K – 2 was prepared and performed for parents, senior citizens, 3 – 6, and a visiting school audience. This production showcased the dance, performance and singing skills of our students.

As a result of performances in auditions, several students were invited to participate in the Moorambilla Festival of Music and singing camps. The school also had a choir which performed at several school assemblies.

A recorder group and a string group once again participated in the Primary Schools’ Festival of Instrumental Music at the Sydney Opera House.

Sport

Coonabarabran Public School has well resourced and well maintained sports equipment and facilities. Thirteen major competitive sports were offered at all levels of the Primary Schools Sports Association (PSSA) calendar of events.

Class PE lessons are timetabled to coincide with the PSSA calendar to enhance each child’s opportunities. Teachers also benefit from organising, coaching and attending many levels of the children’s sports as officials, gaining valuable qualifications and experience.

Students also took part in fitness and recreational activities including the iKi program.

The annual walkathon, held in Term 4, raised almost $3,500 which was used to subsidise sporting events in 2011.

The Learn to Swim Program, held at the end of Term 4, 2010, was fully funded by the DEC and the School Sports Fund with participants receiving free tuition.

Our school supports successful athletes. This year over 20 students were chosen to represent the North West Area PSSA at 8 different State Carnivals. These were Swimming, Softball, Netball, Cross Country, Rugby League, Rugby Union, Touch Football and Athletics.

Other

Technology

At Coonabarabran Public School, students and staff members have access to two networked computer labs with regular access to the internet. Each classroom has one or more iMac computer and almost all classrooms now have interactive whiteboards.

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)
Literacy – NAPLAN Year 3

Percentage in bands: Year 3 Reading

Percentage in bands: Year 3 Spelling

Percentage in bands: Year 3 Writing

Percentage in bands: Year 3 Grammar & Punctuation
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
### Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.5</td>
<td>64.4</td>
</tr>
<tr>
<td>SSG</td>
<td>81.3</td>
<td>74.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.2</td>
<td>71.1</td>
</tr>
<tr>
<td>SSG</td>
<td>87.3</td>
<td>79.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

### Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.2</td>
<td>74.0</td>
</tr>
<tr>
<td>SSG</td>
<td>94.3</td>
<td>77.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>
**Progress in numeracy**

**Average progress in Numeracy between Year 3 and 5**

<table>
<thead>
<tr>
<th>School</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSG</td>
<td>103.4</td>
<td>101.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>80.7</td>
<td>91.1</td>
</tr>
</tbody>
</table>

**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.

**Significant programs and initiatives**

**Aboriginal education**

In 2011 we celebrated NAIDOC Week with our Local Aboriginal Community at the Coonabarabran Showground where all children from K – 6 took part in a Fun Run and afterwards were able to visit various stalls.

Year 3 students were introduced to Gamilaraay Language by our Aboriginal Education Officer as part of their Local History Program.

During Public Education Week in Term 3, three of our Aboriginal Elders, Aunty Maureen, Aunty Greta and Aunty Jennifer came to talk to students about their school days.

‘Big School for Little Fellas’ continued in Terms 3 and 4. This program is for students who hadn’t attended preschool and helps prepare them for school life. The program was run one day a week for 2 hours.

We introduced the ‘Shake a Leg’ program which is run by the Aboriginal Health Department. Students learn about brushing their teeth and blowing their noses to help prevent Otitis Media.
Our school also made available a bus to pick up Aboriginal students so that they could attend ‘Early Birds Program’ at the school in Term 4.

Multicultural education
In some units of work across the school, an effort was made to study other countries and their cultural values. Local community members were invited to share religious and cultural customs and explain their significance. Students discussed how these would be perceived and interpreted in a modern Australian culture.

Our school also explored the values and customs of the local indigenous community, many of whom have shaped and influenced our school. People of different generations were invited to share their insights and tell their stories and we partnered with the elders in social activities.

Respect and Responsibility
Coonabarabran Public School encourages a culture that promotes respect and responsibility. Students are constantly reminded of the importance of behaving appropriately at all times, particularly those involved in representing our school at events like Zone and Area sport, music concerts and chess tournaments.

Our school has adopted IKI principles which have been combined with our school rules. One of them is about respect: ‘Be Respectful; I’m OK, You’re OK.’

Students were involved in activities such as Clean Up Australia Day and Coonabarabran’s ANZAC Day March.

The school has also continued the “You Can Do It” program, stressing the importance of developing confidence, being organised, being persistent, getting along with others and having emotional resilience.

National partnership programs
National Partnership funding allowed our school to employ additional staffing to implement many new and maintain on-going programs. These programs benefitted our students in many ways. Programs included language development programs. Our speech therapist and language aids visited the local preschool providing students on site with language based programs. A reading program called Multilit was run with many students from Years 1 to 6 participating. Many and varied resources were purchased to support both literacy and numeracy programs.

Other programs
CAP
A large part of our Country Areas Program this year was devoted to promoting fitness and developing positive self-esteem throughout our student body. Iki Magic was implemented and all students participated in weekly activities promoting fitness, health and positive behaviour.
The ‘Radio Shack’ was developed during this year. A small room at the school was converted into a recording area so that technology skills of both students and staff can be developed and radio shows recorded, ready for transmission on the local radio station. Stage 3 designed the logo and painted the area so that all can enjoy student shows on air.

CSIRO travelling workshops were funded by our Country Areas Program and this saw all our students attending sessions which expanded their knowledge of science and technology.

‘CAP Clubs’ were run once a semester. All children participated in extra curricula activities which were both engaging and exciting. These included visits to Pilliga Pottery, lots of different arts and craft and various sporting activities. Both students and community members enjoyed these days.

PSP

Literacy and Numeracy was a large focus in our school and PSP funding allowed us to provide our students with small focus groups in both areas. These groups provided our students with activities focused at their level and programs developed to cater for individual needs.

Progress on 2011 targets

Target 1

Repeat target for 2011 from 2010 report

To decrease by 5% the number of students performing in Bands 1 and 2 in spelling and numeracy to 15% and 22% by 2011.

Our achievements include:

- a decrease in number of students performing in Bands 1 and 2 in numeracy which was just short of the target.

Target 2

Repeat target for 2011 from 2010 report

To decrease by 5% the number of students performing below or at national minimum standard in numeracy to 27% and 19% by 2011.

Our achievements include:

- a decrease in the number of students below the minimum standard in numeracy which was just below the target.
Target 3
Repeat target for 2011 from 2010 report
To increase by 5% the number of students performing at proficiency level in NAPLAN Numeracy by 2011.

Our achievements include:
- overall growth for boys in numeracy 32 scale scores above the state average in growth between Years 3 and 5 in numeracy.

Target 4
Repeat target for 2011 from 2010 report
To increase by 5% to 41.4% the number of ATSI students exceeding expected minimum growth in reading in 2011.

Our achievements include:
- an increase in growth between Years 3 and 5 which just failed to reach the target,
- an increase in growth between Years 5 and 7 which was significantly above the target and
- an increase above the state average in growth in both areas.

Findings and conclusions
An analysis of the survey results revealed that:
- ninety-six percent of respondents believed what students were asked to learn was almost always or usually important;
- one hundred percent of respondents believed that class teachers provided activities that were almost always or usually interesting and appropriate to their child’s needs and abilities;
- seventy-two percent of respondents believed their child almost always or usually talked to his/her teachers about what he/she was learning and why;
- ninety-two percent of respondents believed the way the child’s teachers managed the class almost always or usually helped him/her to learn;
- ninety-six percent of respondents believed their child’s teacher almost always or usually knew what their child could do and what he/she needed to learn;
- ninety-two percent of respondents believed their child’s teacher almost always or usually kept records of his/her progress;
- eighty-eight percent of respondents believed parents and students almost always or usually understood how students learning will be assessed; and,
- one hundred percent of respondents believed the school almost always or usually provided clear information about student achievement through the school’s reporting process.

Future directions
The school will maintain existing teaching practices but adjust as required due to changes in departmental policy or because of the acquiring new skills from professional learning.

Teaching
Background
During 2011 parents were asked to complete a survey to ascertain their thoughts on the teaching provided at the school.
Curriculum

Literacy

Background
During the year teachers were each asked to complete a survey to ascertain their thoughts on literacy teaching at the school.

Findings and conclusions
An analysis of the survey results revealed that:
- eighty-eight percent of respondents believed their understanding of the K-6 English syllabus deepened either profoundly or significantly over the last two years,
- fifty-three percent of respondents often or always use data from SMART/Best Start to inform programming of classroom literacy strategies,
- ninety-three percent of respondents often or always use the whole school literacy diagnostic data to guide their programing,
- seventy-five percent of respondents believed their planning and programming for literacy has changed profoundly or significantly over the last two years.
- sixty-four percent of respondents always or often incorporate Reading to Learn methodology in their literacy teaching,
- seventy-nine percent of respondents believe their understanding of Reading to Learn methodology and how to implement it in the classroom has been enhanced and
- seventy-five percent of respondents believed team teaching with Reading to Learn mentors was productive.

Future directions
The school will maintain existing practices in literacy teaching but develop teachers’ understanding of how NAPLAN data can be used in this area.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents about the use of literacy groups at the school.

An analysis of the survey results revealed that:
- ninety-two percent of respondents believed their children benefitted significantly from graded literacy groups and
- seventy-five percent of respondents believed literacy activities their children were given at the school were both interesting and engaging.

Professional learning
All staff undertook professional learning during 2011. Areas covered included literacy teaching (especially Reading to Learn), emergency care, emotional intelligence (brain function), use of technology and child protection.

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
Outcome for 2012–2014
Teacher capacity to use and analyse student data to improve learning outcomes for literacy and numeracy will be strengthened.

2012 Targets to achieve this outcome include:
- to decrease by 2% the number of students in Years 5 and 7 performing at or below National Minimum Standard in NAPLAN Reading to 19% and 28% respectively.
- to decrease by 2% the number of students in Years 5 and 7 performing below or at National Minimum Standard in NAPLAN Numeracy to 16% and 30% respectively and
to increase by 2% the number of students in Year 5 performing at proficiency level in NAPLAN Reading to 39.1% in 2012 and 46.2% in 2013.

Strategies to achieve these targets include:
- implementing a MULTILIT Program to support all students who are not reaching reading benchmarks or stage standard for reading in Years 2 – 4,
- employing a speech pathologist to assess all preschool and Early Stage 1 students to identify those requiring language support and develop appropriate strategies to support these students and
- providing professional learning for new teachers in Reading to Learn.

School priority 2

Outcome for 2012–2014
Teacher capacity to challenge and engage all students will be strengthened.

Targets to achieve this outcome in 2012 include:
- increase in student attendance by 0.69% to 90.77% in 2012.

Strategies to achieve these targets include:
- establishing an in-school structure where teachers are placed into collaborative planning groups,
- reviewing ICT resources by employing an ICT specialist to refine both computer labs to facilitate and improve a whole school approach to ICT and
- reviewing and updating whole school attendance plan.

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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