School context

Coopernook Public School is located within a coastal rural village along the Mid North Coast of NSW. The school is proud of its longstanding reputation of being a friendly, caring, safe and rewarding place for children to learn. Its idyllic and spacious grounds provide a picturesque and pleasant learning environment. A harmonious tone encompasses the school and stems from the entrenched community spirit that exists between the school and its broader community.

Values of respect, tolerance, fairness, compassion, excellence, integrity and responsibility are embedded across all aspects of school life. The School Motto “They do well who do their best” underpins all programs and initiatives.

The school population of 48 students included just over 9% of students who identified as Aboriginal. At the end of Term One the school’s staffing entitlement was reduced to the status of a two teacher school. However, 2012 staffing levels were able to be maintained through the school’s involvement in National Partnerships program.

In general, the school functioned with a staff of 8 full time and part time teachers, administrative and support personnel who enjoy a positive relationship with parents and caregivers. Classes were organised into three stage based, multi graded classes.

No student transitioning from Kindergarten to Year One in 2013 required Reading Recovery support as all 2012 Kindergarten students far surpassed Reading Recovery criterion Level 5.

Throughout 2013 the school continued to attract additional support through its inclusion in Equity and Low SES School Communities National Partnerships programs. 2013 was the school’s final year of participation in the latter program.

The school encourages all stakeholders in student learning to work together as a team to provide the best possible learning outcomes for all students.

K-6 visit to Cattai Wetlands

Student information

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

Student enrolment profile

In 2013 there were five enrolments into Kindergarten at the beginning of the school year. Throughout the 2013 school year a further five students enrolled into Years 1-6 and whilst nine students left Coopernook Public School.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>24</td>
<td>20</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>29</td>
<td>22</td>
<td>23</td>
<td>22</td>
</tr>
</tbody>
</table>

Student attendance profile

School attendance rates were pleasing being fractionally lower than 2013 school rates and above regional rates for the sixth consecutive year.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.2</td>
<td>96.0</td>
<td>94.4</td>
<td>95.9</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>97.1</td>
<td>95.5</td>
<td>88.4</td>
<td>95.2</td>
<td>98.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.8</td>
<td>97.0</td>
<td>89.9</td>
<td>88.9</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.9</td>
<td>93.3</td>
<td>94.7</td>
<td>95.6</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.7</td>
<td>96.3</td>
<td>93.9</td>
<td>94.2</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.6</td>
<td>94.4</td>
<td>97.5</td>
<td>96.4</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.7</td>
<td>94.9</td>
<td>93.8</td>
<td>96.9</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>95.0</td>
<td>95.2</td>
<td>93.3</td>
<td>94.5</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Class rolls are centrally maintained on OASIS. Weekly reports are reviewed by the principal. A request for unexplained absences is sent home in the following few days if required. When appropriate the principal contacts parents/carers to determine and discuss causes of frequent absences.

In the event of school based interventions proving to be unsuccessful, additional support is requested by referring individual cases of unsatisfactory attendance to DEC Home School Liaison officers.
Workforce information

Our students were supported by a teaching principal, two full-time teachers and an additional part-time teacher.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Equity Program Supplementation</td>
<td>0.1</td>
</tr>
<tr>
<td>Learning and Support-Primary</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Release from Face to Face allocation</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>2.62</strong></td>
</tr>
<tr>
<td>School Administrative Manager (SAM)</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total Administrative and Support</strong></td>
<td><strong>0.896</strong></td>
</tr>
</tbody>
</table>

In Term One Camden Haven High School, Year 11 Aboriginal Student Teachers in Training (ASTiT) student commenced a two year traineeship for young Aboriginal people who wish to pursue a career in education. This is a joint venture between; the North Coast DEC, The Burran Project and the Universities of Newcastle and New England and The North Coast Institute of TAFE.

No other staff members identified as being of Aboriginal descent.

Teacher qualifications

All teaching staff meets 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>
</tbody>
</table>

Staff Retention

A nominated teacher transfer was off-set by utilising components of the school’s flexible staffing allocation, Low Socio National Partnerships and Equity Program Funds.

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>78347.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>62241.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71886.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11521.61</td>
</tr>
<tr>
<td>Interest</td>
<td>2419.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1778.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>228194.83</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>11407.69</td>
</tr>
<tr>
<td>Excursions</td>
<td>5939.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5733.33</td>
</tr>
<tr>
<td>Library</td>
<td>871.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5959.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64096.01</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2933.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30525.20</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>12096.53</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5702.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1778.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>147044.24</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>81150.59</td>
</tr>
</tbody>
</table>

Major components of expenditure within the dissection of tied funds include:

- National Partnerships on Low Socio Economic Status School Communities;
- Equity programs; and
- Integration programs.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

The school is proud of all students’ achievements across all facets of school life. The school motto, ‘They do well who do their best’ underpins the school’s spirit of encouraging and supporting students to have a go and try their best.

Sport

Coopernook Public School promotes sport, fitness and a healthy lifestyle. All students are actively encouraged to participate in a variety of sporting activities which promote fitness, balance, co-ordination and interpersonal skills.

Students participating in AASC Skateboarding

- House competitions were conducted in cross country, athletics and swimming with Dungan being the victorious house for the second consecutive year.
- Students 8 yrs. and over participated in District and Zone carnivals in Swimming, Cross Country and Athletics.
- In Term 2, all Yrs.2- 6 students participated in Hockey training for three consecutive Friday afternoons with Moorland PS students.
- All students participate in daily fitness activities, with the aim of improving their personal fitness levels. ‘Beep Tests’ were used each term to track and record students’ fitness levels.
- In Term 4, the substantial financial support from our P&C allowed us to conduct our annual whole school intensive School Swimming Scheme with a very low cost to parents. This program was valuable in providing opportunities for all students to increase their swimming, endurance, water safety and survival skills.

- Over 63% of students regularly participated in Active After School Communities (AASC) sporting programs across all four terms. Sports offered to students included basketball, hockey, tennis, skateboarding, cricket and AFL.

Premier’s Initiatives

Staff has continued to encourage all students to participate in all Premier Initiatives and challenges offered to NSW Public Schools. Student participation across all areas was A PLEASING 95% or better.

- Premiers Spelling Bee

Brayden Stone and Matty Turner were our 2013 Junior Spelling Bee Champs. Senior Spelling Bee Champs were Jordan Blick and Angus Harper who went on to represent Coopernook PS at the regional Spelling Bee finals at Port Macquarie.

Every Kindergarten, Year One and Year Two student eagerly participated in a school based Spelling Bee utilising in-class spelling lists.

- Premiers Reading Challenge (PRC)

For the sixth consecutive year all students participated in this challenge with 98% securing their set reading goal. The school is extremely proud of each student’s efforts in achieving their set PRC goal.

This program continues to achieve personal learning rewards and enjoyment for students far beyond initial expectations.

- Premiers Sporting Challenge (PSC)

All students participated in the Premier’s Sporting Challenge for the fourth consecutive year. This challenge involved students recording daily their personal physical activity levels encompassing both in-school and out-of-school times for ten weeks. The common purpose of this challenge is to have more students, more active, more of the time.

Books in Homes
Academic achievements

NAPLAN

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

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter Coopernook Public School in the Find a school and select GO to access the school data.

At Coopernook PS seven Year 3 and Year 5 students sat all 2013 NAPLAN tests in Literacy and Numeracy at their appropriate year levels. Therefore, in accordance with DEC guidelines the school is not able to publish NAPLAN graphical or tabular data due to each cohort having less than ten students and individual students may be identified through such statistical data.

NAPLAN Year 3 - Literacy

- In reading students were placed between Band 2-6;
- In writing students were placed between Band 3-5; and
- In spelling students were placed between Bands 3-6.

In all of the above aspects of literacy our students’ performance substantially surpassed local Manning Camden Haven School Group.

NAPLAN Year 3 - Numeracy

- In numeracy students were placed between Band 3-5;
- In Data, Measurement, Space and Geometry students were placed between Band 2-4; and
- In Number Patterns and Algebra students were placed between Bands 4-6 being 28.5 points above the State average and 56.5 points above the local Manning Camden Haven School Group.

NAPLAN Year 5 - Literacy

In all aspects of Literacy, with the exception of reading, student performances were above the local Manning Camden Haven School Group.

In Grammar and Punctuation the school average score surpassed State average score by 5.6 points.

NAPLAN Year 5 - Numeracy

In all aspects of Numeracy students performances were above the local Manning Camden Haven School Group by an average of 8.4 points.

Students with their Education Week banner highlighting school literacy and numeracy programs

Other achievements

Significant programs and initiatives

The school implemented a number of programs aimed at providing additional support for students.

These include:

- Aboriginal education;
- Multicultural education;
- National partnerships program, Low SES School Communities;
- Equity Program;
- Reading Beyond School; and
- Community Garden Project.
Aboriginal education

Aboriginal education is a vital component of our whole school plan and an integral part of the learning programs across all stages of learning.

We are committed to the education of all students about Aboriginal history, culture and current Aboriginal Australia.

Teaching programs reflect enhanced levels of focus on Aboriginal education perspectives which aim at fostering a supportive, prejudice free learning environment whilst enriching all students’ learning programs.

‘Acknowledgement of Country’ continues to be given by Aboriginal students at the commencement of school assemblies and major ceremonies. Stage One of the school’s Indigenous Bush Tucker Garden was undertaken by staff, students and community members.

Staff have developed and implemented Personal Learning Plans (PLPs) for Aboriginal students enrolled at the school to target specific individualised areas of need.

Multicultural education

All teachers ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Teaching and learning programs promote an understanding and appreciation that Australia has been multicultural in nature throughout its history and that people of many different cultural backgrounds has contributed to the Australian society.

The school is committed to offering cultural learning opportunities for all students.

Throughout 2013 the school hosted two visiting artists from cultural diverse backgrounds. During first semester, internationally acclaimed Indonesian/Australian artist, Jumaadi, conducted drawing and painting workshops with all students.

Later in the year Christopher Cheng, author of many well-known children's books visited the school to share his passion of writing. Students and staff were both captivated and intrigued with childhood stories springing from his Chinese /Anglo-Saxon upbringing in inner Sydney. Both artists were sponsored through collegial Asian Education grants.

National partnerships programs

Low SES School Communities

As a result of the schools participation in Low SES School Communities National Partnerships student literacy outcomes have progressively and substantially improved across all stages of literacy learning.

Refer to School Planning and Evaluation 2012-2014, School Priority 1, 2 and 3.

Equity Program

The school’s Equity staffing supplementation was utilised in association with the schools Learning and Support staffing allocation, National Partnerships Low SES funds and school funds to improve learning outcomes for all students through implementation of school based initiatives aimed at addressing the school’s 2013 literacy and numeracy targets.

School initiatives for 2013 included:

- Employment of School Learning Support Officers (SLSO) to support implementation of quality literacy and numeracy programs;
- Employment of additional teaching staff to address specific Early Stage 1 and Stage 1 learning needs; and
- Provision of additional time for staff to communicate with students, staff, parents and mentors in regards to program initiatives, strategies and progress.

Four mornings a week, a minimum of 2.5 hours of Learning Support was allocated across the school to address identified learning needs of students from Kindergarten to Year 6. Both in-class and
small group modes of support were employed. Additional regular community voluntary tutor support was utilised within this program through trained tutors and parent helpers.

**Reading Beyond School**

Building upon and enriching all students’ beyond school reading resources was identified by the 2012 School Evaluation Team as a high priority for 2013. Survey data and opinions identified 'Books in Homes' as being the perfect vehicle for further fostering a genuine the love of reading and ultimately improve literacy skills across the whole school community.

'Books in Homes' was funded through the school's involvement in Low SES Communities National Partnerships. Through this program each student receives a minimum of nine self selected high quality books from over 140 titles with a minimum of 25% of books being written or illustrated by Aboriginal people. The school also receives over 150 books which it chiefly uses as student rewards presented at fortnightly assemblies.

Stage 2 and 3 Home reading journals display over 92% of students electing to read their 'Books in Home' selections as a component of the school's Home Reading Program. Again this year students were fortunate enough to host an in-school visit from another 'Books in Homes' Ambassadors, Christopher Cheng.

Refer to Significant Programs and Initiatives: Multi Cultural Education Section

**Community Garden Project**

Promotion of active and healthy lifestyles; and working towards building sustainable environments have been major focus area for students and staff over the past five years. During semester two students and staff joined community volunteers in literally bringing together these two focus areas by building a community garden.

Harvested crops have been used in conjunction with:

- K-6 Crunch n Sip program;
- K-6 ‘Hands-On’ cooking/mathematics sessions;
- Active After School Communities healthy snacks; and
- Community Stall located at the school front gate which sells surplus produce at minimal costs via an honesty table. All money raised goes back into purchasing new season’s seedlings.

Preparing garden beds in Community Garden

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews were conducted with members of the school community including:
  - staff members
  - students
  - parents/carers and broader community members; and
  - P&C executive
- Annual Whole School Evaluation undertaken between October and November addressing all programs and initiatives undertaken by the school;
- Regular on-going analysis and monitoring of student performance data;
- Analysis of NAPLAN using SMART; and
- Evaluation of formal and informal feedback from students, staff and community members.
Outcomes from 2012–2014
Explicit quality teaching and learning programs will accelerate levels of student achievement in textual reading and aligned comprehension skills.

Explicit quality teaching and learning programs will result in accelerated levels of student achievement in being able to independently apply appropriate strategies to solve mathematical problems.

Strengthened teacher capacity to improve student learning and sustain school improvement will be developed through whole staff participation in identified professional development programs.

2013 targets to achieve this outcome included:
To increase the number of students securing aligned, stage appropriate outcomes in textual reading and comprehension from 55% in 2012 to 63% in 2013.

To increase the number of S2 and 3 students who can independently apply mathematical strategies to solve stage appropriate problems from 58% in 2012 to 65% in 2013.

To have all teaching staff complete the final four modules of ‘Team Leadership for School Improvement K-12’ thus building upon staff capabilities to improve learning outcomes and sustain school improvement.

To strengthen staff capabilities in being equipped to implement the new NSW Syllabuses for the Australian Curriculum commencing 2014 by delivering NSW Curriculum and Learning Innovations modules:

- The Learner and the New Curriculum at school level
- Teaching for the New Curriculum at collegial level

Evidence of progress towards 2013 targets includes:
Analysis of K-6 student literacy data embracing L3, Best Start/PLAN, NAPLAN and school-based assessment data displays:

- 75% of students achieved Stage appropriate Reading levels.
- 68% of students achieved Stage appropriate levels in Comprehension. Therefore the anticipated 2013 school literacy target was exceeded by 5%.
- Continual increase in the percentage of students securing stage appropriate reading and comprehension outcomes from entering Kindergarten to exiting S1.
- Reading Recovery has only been implemented on a needs basis since the beginning of 2012 to address literacy needs of students entering the school in late Kindergarten or during Year 1.

Year 5 NAPLAN numeracy results show:

- The average school growth was 12.5 above average growth for the local Manning Camden Haven group of schools.
- 71.4% of Year 5 students secured greater than or equal to expected growth in numeracy.

Analysis of Stage 2 and 3 numeracy data shows:

- A 4% increase in the number of Stage 2&3 students who are able to independently solve stage appropriate mathematical problems. This is 3% below the anticipated. However, 36% of S2 and 3 students were new enrolments during 2013.

All staff has acknowledged undertaking planned professional development experiences on a whole school basis has been the most vital component in developing a shared professional purpose and direction in implementing school improvement programs aimed at improving student learning outcomes.
Strategies to achieve these targets include:

- Provision of quality Professional Learning (PL) opportunities for staff which supported implementation of 2013 School Management Plan directives.
- Further implementation of high quality, evidence based reading programs and practices which employ specific strategies in addressing student textual reading and comprehension capabilities. E.g. Super Six Comprehension Skills.
- Employment of School Learning Support Officers (SLSO) to support in-class implementation of literacy and numeracy programs.
- Expansion and enrichment of student home libraries through each student’s participation in Books in Homes.
- Student access to Stage appropriate, online, interactive numeracy and literacy support for all students K-6 both at school and home.
- School based professional learning opportunities for all teaching staff to work together in recording student progress using literacy and numeracy continuums.

Cooperative learning

Professional learning

Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff are committed in their endeavour to undertake on-going professional learning that develops skills, knowledge and understandings in support of improving student learning outcomes.

During 2013 professional learning opportunities targeted:

- Further implementation of the ‘Super Six’ comprehension strategies identified by the school evaluation team as being critical in supporting students in gaining higher levels of meaning from text;
- Introducing S2 and S3 staff to Best Start/PLAN recording processes and online resources;
- Completion of the final four modules of ‘Team Leadership for School Improvement K-12’ which was aimed at further strengthening the leadership capacity of each teacher to ensure they are able to continue to have a positive impact on student learning;
- Initial introduction to KidsMatter Primary, which is a voluntary 3 year cyclical program which aims to contribute to improving student mental health status and well-being;
- Provision of regular opportunities for staff to exchange professional dialog beyond the school through the establishment of collegial staff meetings; and
- Completion DEC professional learning modules supporting the introduction to new syllabus for the Australian Curriculum.


Professional learning initiatives were substantially funded through Low SES School Communities National Partnership funds.
**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Just over 96% of parents/carers interviewed indicated that they agreed or strongly agreed with the following statements:

- I am satisfied with current school initiatives and my child’s academic, social and emotional development.
- Coopernook PS is a friendly school which is tolerant and accepting of all students.
- All staff maintains a focus on delivering quality literacy and numeracy programs.

Students overwhelmingly agreed that Coopernook Public School is a place where they like going each day, they feel happy and class activities are engaging. According to feedback from students K-6 the most highly rated program offered by the school in 2013 was ‘Books in Homes’ as all students loved receiving their personal book selections and were keen to expand their home libraries into the future. School based data reflects an increase in the number of students who participate four or more times a week in the schools Home Reading program.

Staff felt that the school functioned effectively because it planned programs carefully in a collaborative and professional manner. They felt whole staff participation in targeted professional learning opportunities had a major impact on raising the quality of teaching in all classrooms. All agreed that their professional needs were met through the school’s Professional Learning Plan and that they were well informed of current DEC requirements and new initiatives.

**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.

**School contact information**

Janne Morgan, Principal  
Lesley Gosling, Teacher  
Lynelle Stewart, Teacher  
Janine Stephen, Teacher  
Monica Buttsworth, Relieving School Administration Manager  
Grahame Emerton, School Learning Support Officer  
Kristie Wallace, P&C President

**Coopernook Public School**

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Web: www.coopernook-p.schools.nsw.edu.au  
School Code: 1632

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


Special visitors Narelle and Gus who came and told us all about life working in Antarctica and on Macquarie Island