**School context statement**

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 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, 2014 staffing levels were able to be maintained through remaining funds from the school’s involvement in the National Partnerships program from 2010-13 and school global funds.

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 multi-graded classes.

No student transitioning from Kindergarten to Year One in 2014 required Reading Recovery support as all 2013 Kindergarten students far surpassed Reading Recovery criterion Level 5.

Throughout 2014 the school continued to attract additional support through its inclusion in the government funded Equity 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.

**Student information**

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

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**Student enrolment profile**

In 2014 there were eight enrolments into Kindergarten at the beginning of the school year. Throughout the 2014 school year a further six students enrolled into Years 1-6 and thirteen 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>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>24</td>
<td>20</td>
<td>22</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>29</td>
<td>22</td>
<td>23</td>
<td>22</td>
<td>24</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>93.6</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>96.7</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>95.9</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>95.4</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>95.3</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>94.6</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>95.4</td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>95.2</td>
<td>93.3</td>
<td>94.5</td>
<td>94.2</td>
<td>95.2</td>
</tr>
</tbody>
</table>

School attendance rates were pleasing, being fractionally higher than 2013 school rates and above state rates for the seventh consecutive year.

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2014 School Captain, Jessica Wallace.
Workforce information

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

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>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>0.686</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total Admin &amp; Support Entitlement</strong></td>
<td><strong>0.896</strong></td>
</tr>
</tbody>
</table>

This year a Camden Haven High School Year 11 Aboriginal Student Teacher in Training (ASTiT), progressed into her final year of a two year traineeship for young Aboriginal people wishing to pursue a career in education. This was a joint venture between the North Coast DEC, The Burran Project, 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 meet the professional requirements for teaching in NSW public schools.

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

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>81,150.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>61,398.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>38,778.99</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13,539.78</td>
</tr>
<tr>
<td>Interest</td>
<td>2,236.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,482.44</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>200,586.12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4,525.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,823.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5,829.78</td>
</tr>
<tr>
<td>Library</td>
<td>642.28</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>24,002.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>59,704.40</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4,599.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27,862.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9,532.78</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,675.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,981.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>152,179.40</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>48,406.72</td>
</tr>
</tbody>
</table>

Major components of expenditure within the dissection of tied funds include finalization of National Partnerships on Low Socio Economic Status School Communities, Equity programs, the ASTiT program; and the Active After Schools Communities (AASC) program.

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.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Achievements
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.

![National Ride to School Day.](image)

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, coordination and interpersonal skills.

House competitions were conducted in cross country, athletics and swimming with Dungan being the victorious house for the third consecutive year.

Students aged 8 years and over participated in District and Zone carnivals in Swimming, Cross Country and Athletics.

In Term 2, Year 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.

In Term 4, 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 the first two terms. Sports offered to students included skateboarding, karate, gymnastics, touch football, gymnastics, martial arts and soccer.

During terms 3 and 4 Cricket Australia presented weekly skills based workshop sessions with all students K-6. The culmination of this program was a highly energetic and successful inter-school Cricket Gala Day held at Taree Recreational Grounds during Term 4.

Premier’s Initiatives
The staff has continued to encourage students to participate in all Premier Initiatives and challenges offered to NSW Public Schools. Student participation across all areas surpassed the previous year’s participation level of 95%.

Premiers Spelling Bee
The school is proud of all students from Kindergarten to Year Six for participating in this annual event. Kindergarten, Year 1 and Year 2 students eagerly participated in a school based spelling bee utilising in-class spelling lists.

Kurtis Wilby and Lexie Sheather were our 2014 junior spelling bee champions. Senior champions were Jordan Blick and Jaymie Ashcroft who went on to represent Coopernook PS at the regional spelling bee finals at Old Bar PS. This was the second year that Jordan has represented the school at this level.

![Year 6 student, Jordan Blick.](image)
Premiers Reading Challenge
For the seventh 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 goal.

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

Premiers Sporting Challenge
All students participated in the Premier’s Sporting Challenge for the fifth 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.

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).

At Coopernook PS, eight Year 3 students and one Year 5 student sat all 2014 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 (including Reading, Writing, Spelling and Grammar and Punctuation)
In reading students were placed between Band 3-6.
In writing students were placed between Band 3-5.
In spelling students were placed between Bands 2-6.
In grammar and punctuation 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 results.

NAPLAN Year 3 - Numeracy
In numeracy students were placed between Band 4-6.
Students again performed higher than the local Manning Camden Haven School Group.

NAPLAN Year 5 - Literacy and Numeracy
In accordance with DEC guidelines the school is not able to publish NAPLAN data due to the 2014 cohort consisting of one individual student.

Other achievements

Significant programs and initiatives – policy
The school implemented a number of programs aimed at providing additional support for students. These included Aboriginal education, Multicultural education, the Equity Program, Reading Beyond School and the 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.

All members of staff possess a thorough working knowledge, understanding and commitment to upholding DEC Aboriginal Education policies. Teaching programs reflect evidence of all teachers embracing its central theme of promoting educational achievements by Aboriginal students in the context of teaching all students about Aboriginal Australia, focusing on fostering a supportive, prejudice free learning environment which enriches all students’ learning programs.
‘Acknowledgement of Country’ continues to be given by Aboriginal students at the commencement of school assemblies and major ceremonies.
During Term 4 all students, Kindergarten to Year 6 joined students from other collegial small schools to participate in a new Aboriginal Education initiative offered by Newcastle Aboriginal Partnerships and Sport and Recreation: A Traditional Indigenous Games Challenge.

**Multicultural education and anti-racism**
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 have contributed to the Australian society.

**Significant programs and initiatives – equity funding**

The school’s Equity staffing supplementation was utilised in association with the schools Learning and Support staffing allocation and school funds to improve learning outcomes for all students through implementation of school based initiatives and identified strategies aimed at addressing the school’s 2014 literacy and numeracy targets.

School initiatives for 2014 included the employment of School Learning Support Officers (SLSO) to support implementation of quality literacy and numeracy programs, the employment of additional teaching staff to address specific Early Stage 1 and Stage 1 learning needs and the 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 again identified by the 2013 School Evaluation Team as a high priority for 2014. The 'Books in Homes' program continues to be the perfect vehicle for further fostering a genuine love of reading and ultimately to improve literacy skills across the whole school community.

In 2014, the 'Books in Homes' program was funded through the school's involvement in Low SES Communities National Partnerships and supplemented by the P&C and student fund-raising. Through this program each student received 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.

**Other significant programs and initiatives**

**The Community Garden Project**
The promotion of active and healthy lifestyles and working towards building sustainable environments have been major focus areas for students and staff over the past six years. The community garden has continued to flourish in 2014 and harvested crops have been used in conjunction with the K-6 Crunch n Sip program class cooking and mathematics sessions and Active After School Communities healthy snacks.

Students proudly displaying melons from the 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 with members of the school community including staff, students, parents, carers and broader community members;
- 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 results using Smart Data; and
- Evaluation of formal and informal feedback from students, staff and community members.

2014 targets to achieve this outcome included:

To increase the number of students securing aligned, stage appropriate outcomes in textual reading and comprehension from 66% in 2013 to 75% or better in 2014.

To increase the number of S2 and S3 students who can independently apply mathematical strategies to solve stage appropriate problems from 62% in 2013 to 70% in 2014.

To further strengthen staff professional knowledge and capabilities in implementing NSW Syllabuses for the Australian Curriculum.

- To progressively implement the English K-10 syllabus into learning programs and classroom practices across all stages of learning by the end of the 2014 school year;
- To investigate and sample the Maths K-10 syllabus in preparation for implementation in 2015; and
- To implement quality learning programs from K-6 that embrace all KLAs in a diverse, rich and inclusive manner.
- To align Partnership Programs aimed at improving student learning outcomes to 21st century lifestyles and learning needs.

Evidence of progress towards 2014 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.

Analysis of Stage 2 and 3 numeracy data shows:

- A 6% increase in the number of Stage 2&3 students who are able to independently solve stage appropriate mathematical problems. This is 1% below the anticipated. Problem solving activities will continue to be an important component of mathematics learning in 2015.

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.

The highly successful ‘Books in Homes’ Program.

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, on-line, 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are summarised below.

The best things about Coopernook School are:

- The friendliness and family feel of the school, its sense of community and security;
- Excellent resources;
- Attractive grounds;
- Communication between school and home; and
- Technology teaching.

In the future, the school community would like to see:

- An on-going and increased focus on technology for learning;
- The continued development of quality teaching practices focusing on individual needs; and
- Increased community support.
Future Directions  
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Work is underway on this new-style plan for our school, which will:

- Incorporate an increased focus on Design and Technology teaching and learning;
- Continue to improve quality classroom practices, with particular emphasis on the content contained in the new English, Mathematics and Science syllabuses; and
- Increase and enhance the role of the greater school community in the life of the school.

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 Evaluation Team

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

School contact information

Coopernook Public School  
Macquarie Street, Coopernook  
Ph: 0265563162  
Fax: 0265563367  
Email: coopernook-p.school@det.nsw.edu.au  
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:


Student leader, Blake Wilby