

Congewai Public School

Annual School Report 2013



School context

Congewai Public School is a small school approximately 20kms from Cessnock in the Hunter Valley. Historically, the hub of the rural community of Congewai, the school enjoys strong community support. School structure consists of one multi-stage class (K-6), with a teaching principal and a part-time teacher delivering quality programs with high expectations. The school P&C is made up of a mix of parents and interested community members who share in school decision making.



Principal's message

It is a pleasure to present the 2013 Annual School report for Congewai Public School. Congewai Public School is a small, rural school consisting of one multi-stage class situated in the picturesque Congewai Valley and is part of the 'Cessnock Community of Great Public Schools'. Our small student numbers and unique learning environment allow students individual support and tailored learning programs. Our well-resourced classroom enables us to place a strong emphasis on using technology to enhance achievement of student outcomes.

The students continually strive to uphold our school values of 'Respect, Responsibility and being Ready to learn', as well as for their academic and sporting achievements. Our parents and staff have worked together to provide a supportive and caring environment to nurture growth and build positive relationships with students.

2013 was an exciting year for Congewai Public School as we celebrated our 125th anniversary with the greater community. The day saw students and parents past and present come together to support and celebrate our wonderful school.

I would like to congratulate and thank the entire school community. This includes parents, families, students, teachers and support staff for their wonderful efforts and enthusiasm during 2013.

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.

Carrie Sewell, Relieving Principal

P & C Message

The P&C has had another great year throughout 2013 with their fundraising activities. These events included:

- Easter Raffle
- 125th Anniversary
- Mothers & Fathers Day Stalls
- Terrigal Trotters BBQ
- Carols

Donations were received from the IGA Community Benefits program and we also received support from Ellalong Hotel Social Club through their weekly Joker & meat raffle. With the funds raised the P&C funded a six week print making art workshop with a local artist.

The P&C also provided funds for the children to participate in a tennis program with Chris from Cessnock Tennis club & a gymnastic program with Kate from Central Coast Gymnastics Academy.

Funding was made available for children to attend the senior camp to The Great Aussie Bush camp. Where our senior children got to spend time with other children their age from other small schools in our area.

For our end of year activity we treated the children & staff to a day at Myuna Bay sport and recreation centre. Where the children, parents & staff enjoyed a day of Canoeing, Swimming & challenging themselves on the giant swing.

Joanne Arnott , P&C President

Student representative's message

In 2013 I was one of the Student Leaders at Congewai Public School with Katie Frost. During 2013 I was able to represent Congewai Public School at many school events such as the ANZAC Day March, a Leadership function at Newcastle Panthers Club and an information day at Newcastle University. I was also involved in the School's 125th Anniversary Celebrations and Christmas Carols. I also got the opportunity to represent the school in Regional swimming, Regional athletics and Zone cross country.

As Student Leader in 2013 my favorite memories were helping out in the garden and kitchen with parent helpers Bronwyn Dowd and Vanessa Miller, having tennis lessons with Chris O'Neil and going on the Great Aussie bush camp excursion with Miss Naysmith.

Katie and I held several small fundraisers during 2013. We hosted a morning tea for Grandparents day, sold ice blocks and held a disco/year 6 farewell. The money raised from these fundraisers enabled us to buy a bench seat and a tear drop flag for the school. These items were presented at to the school at our Presentation Day in December.

Although 2013 was my last year of primary school I will miss all the friendships I have made with the students, teachers and parents. I am proud to have been part of Congewai Public School.

Curtis Johnston



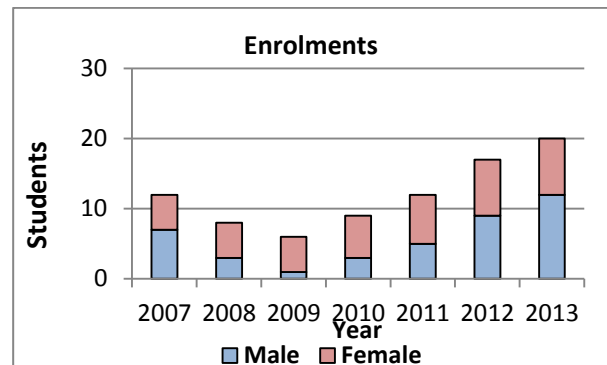
Student information

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

In 2013, 20 students were enrolled at Congewai Public School. There were 12 boys and 8 girls across the K-6 class.

Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	7	3	1	3	5	9	12
Female	5	5	5	6	7	8	8



Student attendance profile

Attendance is highly valued by the Congewai Public School community. The student attendance graph here indicates that the level of student attendance is higher than both the state and regional attendance rates.

	Year	2008	2009	2010	2011	2012	2013
School	K		90.4	96.8	98.8	97.8	97.4
	1		96.8	na	98.3	98.9	92.6
	2		97.9	98.4	84.4	97.8	96.6
	3		na	93.1	97.8	95.7	98.5
	4		92.6	na	97.2	98.9	94.4
	5		94.7	100.0	100.0	99.5	99.4
	6		na	89.7	97.8	98.9	98.9
	Total	96.3	95.7	94.6	97.2	98.1	96.2
Region	K		94.3	94.6	94.7	94.4	95.1
	1		93.6	93.9	93.9	93.8	94.3
	2		93.7	94.0	94.0	93.8	94.4
	3		93.7	94.0	93.8	94.0	94.3
	4		93.5	93.9	93.9	93.7	94.2
	5		93.4	93.7	93.6	93.6	93.8
	6		93.0	93.3	93.2	93.2	93.6
	Total	93.7	91.5	93.9	93.9	93.8	94.3
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

Management of non-attendance

Being a small school with strong values and community support allows us to have open and honest communications with parents and caregivers. As a result we are able to resolve

most attendance issues with a phone call or casual conversation.

Workforce information

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

The staff at Congewai were led by the relieving teaching principal, Mr Craig Howe. A part-time teacher, Mrs Sue Woodward, taught one day per week and Mrs Jennie Capstick provided Learning Support one day per week. We employed Miss Gabrielle Naysmith as our Student Learning Support Officer five days a week and in the latter half of the year, Miss Carrie Sewell as a second support teacher one day per week.

Ms Mandy Dunstan was the fulltime School Administrative Manager, Wayne Blake was our part-time General Assistant and Jo Hobday, our cleaner, completed the staff.



Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teacher(s)	0.8
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.1
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	1
Total	2.9

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no indigenous staff at Congewai Public School.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	
NSW Institute of Teachers Accreditation	100%

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	30/11/2013
Income	\$
Balance brought forward	68029.66
Global funds	50251.54
Tied funds	17090.76
School & community sources	8553.09
Interest	1660.18
Trust receipts	2039.98
Canteen	0.00
Total income	147625.21
Expenditure	
Teaching & learning	
Key learning areas	27941.92
Excursions	3345.65
Extracurricular dissections	3359.93
Library	930.44
Training & development	2658.13
Tied funds	15293.43
Casual relief teachers	681.28
Administration & office	23552.72
School-operated canteen	0.00
Utilities	6292.72
Maintenance	13036.16
Trust accounts	2332.27
Capital programs	0.00
Total expenditure	99424.65
Balance carried forward	48200.56

A full copy of the school's 2013 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 2013

In 2013 our students participated in a range of programs, activities and opportunities designed to enhance their learning outcomes across the academic, sporting, cultural and social spheres.



Achievements

In 2013 our school participated in the following activities:

- 125th Anniversary planning, preparations and celebrations
- A weekly Kitchen Garden Program run by a parent volunteers. The students grew their own vegetables in our garden and cooked with them
- Participation in NAIDOC Week celebrations by inviting Adam Drylie to the school to talk about Aboriginal culture.
- Together with Millfield, Kitchener, Wollombi and Paxton Schools, attended the Great Aussie Bush Camp where we participated in many activities such as going on a giant flying fox, beach walks and fencing.

- For Grandparents Day we invited the students Grandparents to the school to discuss their past and the school's history
- Visit from the Cessnock City Library
- A weekly chess program
- Several science visits
- Weekly Art Workshops



Sport

In 2013 our students participated in the following sporting activities:

- Weekly tennis coaching conducted by Chris Oneil on our school tennis court
- An in-school gymnastics program run by Central Coast Gymnastics
- Cessnock Small Schools Swimming Carnival, from which our relay team progressed through to the Zone Carnival
- Cessnock Small Schools Athletics Carnival
- Zone Cross Country
- Intensive Swimming Program at Kurri Kurri pool



The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual schools percentage band, three-year school average, and average growth information to be publicly reported.

At Congewai Public School there was only three students in Year 3 and two students in Year 5 that sat the National Assessment Program Literacy and Numeracy (NAPLAN) test in 2013. Therefore, results cannot be advised in this report. All parents have been advised of their child's achievements.



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)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Interpretation of National Assessment Program in Literacy and Numeracy (NAPLAN) in this report has taken into account limitations imposed by the small sizes of the Year 3 and Year 5 classes. To maintain confidentiality, the year 3 and year 5 NAPLAN results are not reported here.

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 the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, three students took part in the nation-wide literacy assessment program.

NAPLAN Year 3 - Numeracy

In 2013, three students took part in the nation-wide numeracy assessment program.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013, two year 5 students took part in the nation-wide literacy assessment program.

NAPLAN Year 5 - Numeracy

In 2013, two year 5 students took part in the nation-wide numeracy assessment program.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





Aboriginal education

In 2013 Congewai Public School had six Aboriginal students. Given the richness of Aboriginal heritage in our local area, we applied an Aboriginal perspective through our units using traditional stories, art and history.

Our school attended NAIDOC Week celebrations and joined with Paxton Public School for an activity day based on understanding indigenous culture.



Significant programs and initiatives

In 2013 Congewai Public School undertook the following programs and initiatives:

- Quicksmart Mathematics
- Best Start Literacy and Numeracy
- Gardening and cooking
- Tennis
- Gymnastics
- Art Workshops
- Chess Program



Multicultural education

In 2013 we celebrated Harmony Day to recognise and celebrate diversity in Australian culture.

Through our Wednesday cooking program the students researched and helped to prepare dishes representative of many cultures around the world.



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:

- Surveys
- Parent interviews
- Student observations
- Teacher meetings (staff development days)
- Student assessment data

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Outcomes from 2012–2014

Increased level of individual student achievement and engagement in reading.

Evidence of progress towards outcomes in 2013:

- The percentage of K-2 students achieving state reading benchmarks grew from 50% in 2012 to 70% in 2013
- K – 6 Students who were reading at expected reading levels grew from 46% in 2012 to 66% at the end of 2013
- Higher than state average progress in reading between year 3 and 5 NAPLAN data

Strategies to achieve these outcomes in 2014

- Professional learning in relation to student comprehension in reading
- Continuous assessment in spelling, reading and writing to gauge effectiveness of program and areas for focus
- Continue to monitor the home reading program

School priority 2 - Numeracy

Outcomes from 2012–2014

Increased level of individual student achievement and engagement in Mathematics.

Evidence of progress towards outcomes in 2013:

- 100% of Year 3 and 5 students were achieving at or above minimum standards in the NAPLAN assessment data for 2013
- 70% of students demonstrated mastery of the levels completed in the Quicksmart maths program
- 65% of students showing proficiency at their respective stage outcomes

Strategies to achieve these outcomes in 2014:

- Establishing whole class minute maths to improve student recall of basic number facts
- Purchase of more teaching resources to support mathematics topics
- Embed technology to support teaching topics and engage students

Professional learning

In 2013 Congewai Public School supported professional development in these areas:

Quicksmart Mathematics Program

Live Life Well Training for Healthy Lifestyles

Positive Behaviour for Learning (PBL)

First Aid Training

Mental illness/drug and alcohol Training

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

We collected information about parent satisfaction through interviews, parent surveys and informal discussions.

Generally, parents were very supportive and satisfied with the teaching and learning programs put in place. Parents were very positive about the initiatives undertaken by the school, particularly in art and sports programs and they were also

happy about the staff employed to help administer these programs.

All parents surveyed said that they were proud of the school and that they believed the school encourages all students to achieve the best possible outcomes by upholding high expectations for the students.

100% of staff surveyed reported a high level of satisfaction with their working environment and that the school culture supports a sense of ownership of the school. They all believed that the school's main priority was meeting the need of the students.

Students were surveyed about the school's culture and the results were overwhelmingly positive. All students reported that they were proud of their school and that the school caters for the needs of all students. They all agreed that the school had a sound understanding of the families and community in which it serves.

Program evaluations

Background

In 2012 Congewai Public School began a focus on increasing the level of student achievement and engagement in reading.

Through the employment of a second teacher two days per week in 2013 we were able to split the class into ability groups. Through higher teacher to student ratios we attained greater individual student attention.

We established and implemented a new guided-reading and writing program supported by a literacy consultant and held daily guided reading sessions. The Home Reading Program was also reestablished.

Findings and conclusions

Parents and students were given a survey to report on the progress of the school's reading programs.

All students surveyed reported that they enjoyed reading and most reported that they read a lot at home. All students believed that the school had adequate resources to support their learning and everyone agreed that their reading abilities were improving.

Parents reported that they understood how reading was taught at school and were happy that their children's reading levels were improving.

Future directions

It is important that our guided reading, writing and home reading programs continue to be successfully implemented and regular student assessment in these areas be closely monitored.

The staff interviews indicate an opportunity to gain further professional development in teaching literacy for the new curriculum.

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.

Craig Howe, Relieving Principal

Carrie Sewell, Relieving Principal

Sue Woodward, Teacher

Mandy Dunstan, SAM

Gabrielle Naysmith, SLSO

Joanne Arnott, P&C President

Curtis Johnston, Student Leader

School contact information

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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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>