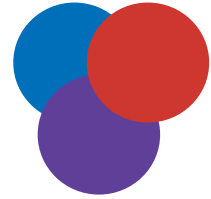


Congewai Public School Annual Report



2015



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Introduction (mandatory)

The Annual Report for 2015 is provided to the community of Congewai Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

As I look back on another successful year for Congewai Public School, I would like to thank our students, their parents and our school staff for being involved in such a dynamic and innovative school, where great things happen each and every day.

My thanks go to our teachers, our learning support staff and our administration staff for their high level commitment to our school and their support of our students to ensure they have a safe, happy and supportive environment to learn, to grow and work hard to meet potential.

Our annual self-assessment and review process involved staff, students and parents, participating in discussions and surveys. Throughout the year:

- In 2015 school community participation in school activities increased with activities including the Harvest Festival, a well-supported clearing sale, Family Nights and our twice a term Congewai Catch Ups.
- Our school hosted a community Play Group with families bringing their young children to play and gain an understanding of just what 'big school' is all about.
- Our students benefited from a diverse range of opportunities offered including Whole School Student Council led excursions and incursions.
- All staff participated in professional learning and collegial visits to immerse in vigorous professional learning to better support students and their learning.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Donna Stackman
Principal

School background

School vision statement

Vision: Congewai Public School has a culture where all children are treated as individuals, all with unique talents and personalities. Our school's educators know our students view the world in unique ways and we tailor their educational opportunities with an emphasis on learning to potential, in a manner that makes the learning both enjoyable and memorable.

Our school is a model of quality schooling in a quality educational environment.

Our core values of Respect, Responsibility and Ready to Learn underpin our undertakings in all ways.

Participation of our school's Student Council in many of our decision making processes ensures all students

are heard, respected and valued.

The School Excellence Framework says:

“The focus is on Students. In education this means teachers and schools with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.”

“..... it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.”

School context

Congewai Public School provides a unique learning environment for its students. Situated on several hectares of scenic bushland, our small school is immersed in environmental learning activities throughout each week, taking advantage of its tranquil bushland areas, its kitchen garden, its bush tucker foods, its close proximity to a natural creek and its unique natural habitat including many species of native fauna and flora which are daily visitors to our grounds.

An integral part of our school operations are the partnerships with families and our community. We receive support from local businesses for projects and events small and large, which in turn support the many learning programs we undertake within our school. These programs such as our specialised Learning, Support and Enrichment programs and our involvement in the Stephanie Alexander Kitchen Garden program mean that our students are provided with intensive instruction for assistance in meeting and going beyond learning potential all within a holistic educational ethos.

In late 2014, our school was selected to be part of the Early Action for Success initiative. Continuing in 2015 this has enabled increased focus on literacy and numeracy with staff undertaking training in both Language Learning and Literacy (L3), and Targeting Early Numeracy (TEN) leading to an increase in learning outcomes for students K-6.

Self-assessment using the School Excellence Framework

All schools are required to insert the statements appropriate to their circumstance. Delete statements not required.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Teachers involve students and parents in planning to support students as they progress through the stages of education.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning.

Through analysing data we find our students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision and is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

To deliver high quality teaching and learning programs to equip students with the literacy and numeracy skills to be successful 21st Century and beyond learners

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities, to develop them as active, successful learners while instilling the value of respectful citizenship; and promote their intellectual, social, physical, emotional and aesthetic development and wellbeing.

Overall summary of progress

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Achievement in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN, to align to State growth standards for like schools.	<p>Responsive teaching from PLAN and NAPLAN data along with evaluation data from technology programs (Reading Eggs / Mathletics) evident in programs</p> <p>Teaching programs show response to assessment for learning</p> <p>TEN – training modules completed for identified teachers</p> <p>L3- training modules successfully completed for identified teachers with handover to 2016 staff</p> <p>All students show strong movement on literacy and numeracy continuums</p> <p>The two SLSOs employed have supported a range of programs catering for student's individual learning needs throughout school programs.</p>	<p>\$1 800 software licences</p> <p>\$500 TEN training</p> <p>\$3 000 L3 training (EAfS)</p> <p>\$ 5 000</p>
Regular and ongoing monitoring and tracking of student data through school based assessment, NAPLAN, and diagnostic testing. Assessment records kept and collegial discussion with staff ongoing.	<p>ILP and adjustment profiling sheets developed and reviewed</p> <p>ILPs reflective of individual student learning individualities with adjustments</p> <p>All staff collecting and analysing data and programming to reflect this</p> <p>L3 practices evident in ES 1 / St1 classroom</p> <p>Improvement in PLAN data reflective of TEN & L3 implementation</p> <p>Staff meeting minutes document sharing where students are, where next and required teaching focus</p> <p>Staff meeting agenda shows numeracy trends identified and PL identified & provided for staff</p> <p>All teachers are implementing targeted TEN strategies to support automaticity in maths</p> <p>All teachers implementing L3 'engine room' practices for curriculum delivery</p>	\$2000 resources
All students embrace the choices of technology offered to collaborate,	All students are readily participating in self-reflective and self-directed learning, based on their own learning goals and choosing technology programs to use which will assist them in	

communicate and create, in order to achieve their learning goals.

meeting their goals. Students are confident in using technology to problem solve, create and adapt. Students developing self-reliant learning strategies reflective of flipped classroom model.

Next steps

- In 2016, continue to engage the whole staff in data collection and tracking systems to enhance the focus on impact and better plan ongoing student learning growth. (EAFS, L3 data, PLAN)
- Teachers will be provided with information of students within classes, outlining any areas a student may need additional assistance with support from LST to create individual plans to support the individual learner.
- Evidence based teaching and learning through the use of data to inform programs.



Strategic Direction 2

To develop valued school/community learning partnerships, through innovative practice and organisational culture.

Purpose

To build inclusive collaborative teams and school networks through high quality community partnerships which contribute to prioritising quality learning essential school and community business; with student's engagement, learning and wellbeing as a central focus, supported by high quality staff professional learning.

Overall summary of progress

The school engaged the school community through a number of different activities and technologies to ensure there was a school wide focus on developing school and home relationships and partnerships. Our newsletter template was update to be more reflective of our school, including the banner in school colours. A school calendar took prominent place on the front page of the newsletter. The school's website has been updated with a link to our school's Facebook Page. The Facebook page has become the most successful and effective form of communication for parents.

With the placement of the school's P&C into recess, a community communication group has taken its place. Twice a term, the Congewai Catch Up offers a friendly, supportive forum to discuss school news, plans, event plans over cake and a coffee. This informal portal of community consultation has very strong support from our families with 90% or more of our families attending.

We planned and implemented information sessions for parents in both L3 and TEN, conducted by classroom teachers and our Instructional Leader.

There has been a significant improvement in the numbers supporting school activities and information sessions as reflected on data over the past year.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Annual PBL surveys will show an increase in understanding and involvement of the school's PBL core values.	Students strongly supportive of PBL structure, reflective of student council input and voice, PBL messages clearly displayed around school, student council suggestions implemented (murals, colour within the school grounds, rewards/award system implemented)	\$2 000
100% of staff will be meeting their PL goals.	All staff have undertaken PL toward their goal success, identifying learning needs and strategies to achieve.	\$3 000
The school uses collaborative feedback and reflection to promote and generate learning and innovation	Plan developed with neighbouring schools to share resources, PL, incursion opportunities for students PDPs formulation, goals clearly articulated, PL accordingly, practices for observation and peer mentoring in place. PDP self-assessment process to review goals and evidence of progress Lesson observation processes planned and implemented	
Practices and processes are responsive to school community feedback.	Strong support for school FB with constant 'likes' and parent positive response to redesigned newsletter indicates community engagement practices are successful. Survey on homework policy indicates 85% feel great dissatisfaction with the process of weekly homework, strong parent support for change in homework procedures to spelling, number facts and reading given at the beginning of term for students to work through, returned at end of term. Commencement of new practice in 2016.	

Next steps

- Continued implementation of innovative and engaging activities for school community provided by the school to support student learning.
- In 2016 we will, as a community, continue to support parents to engaging with us to support their children's education. We will do this through open communication, continuing to build home / school relationships and partnerships.
- We will continue to raise the positive standing of the school in the community, ensuring our public face is positive and reflective of our unique approach to the student as an individual learner.



Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Staff accessing resource data base across AECG, developing contact availability, programs, assistance available for program depth and support.</p> <p>Programs reflective of Aboriginal perspectives and history.</p> <p>Bush tucker identification, repair and replanting, repairs of yarnning circle.</p> <p>Building knowledge capacity and understanding of both staff and students</p>	\$2 960
Socio-economic funding	<p>Employment of SLSO to work with targeted students requiring support, implementation of specific programs literacy and numeracy, speech therapy from speech identification</p> <p>Use of plotting on continuum and cyclic data for L3 & EAfS reporting All staff implementing TEN strategies in classrooms to support numeracy</p> <p>All staff implementing BL strategies for targeted students. Targeted students show improvement on continuums as evidenced in pre and post data</p> <p>Data shows improvement in students with learning differences</p>	\$3 960
Low level adjustment for disability funding	<p>Targeted students identified for literacy and numeracy support programs have shown strong growth through cyclic 5 week reflective data (PLAN) and EAfS data</p> <p>Employment of SLSO to support students has resulted in supported learning with gains in learning outcomes</p>	\$1 267
Other school focus areas	Impact achieved this year	Resources (annual)
Other, including Early Action for Success	<p>Professional Learning in L3 and TEN for staff enabling embedded delivery of curriculum in literacy and numeracy.</p> <p>All students K-2 are showing strong growth on literacy & numeracy continuum, PLAN tracking, observational recording, 5 week cyclic data reporting.</p> <p>Addition of Interventionist Teacher to support learning programs has led to strong results in literacy and numeracy outcomes.</p>	\$17 160
Cessnock Community of Great Public Schools (CCGPS)	<p>Maintain the strategic partnership with local public schools to provide collective expertise, professional development, employment of outside agencies and engaging experiences for students.</p>	\$250

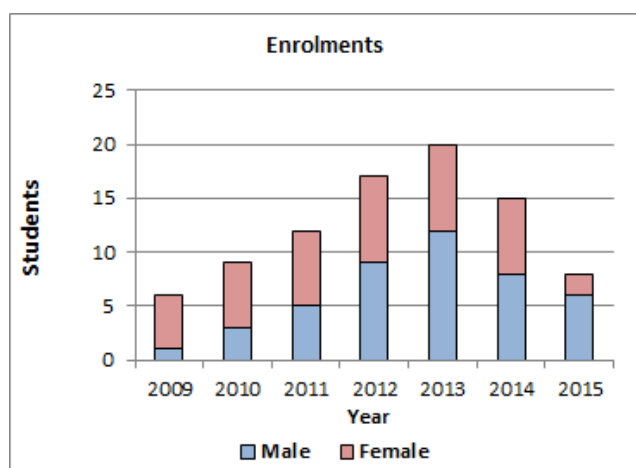
Mandatory and optional reporting requirements

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

Gender	2011	2012	2013	2014	2015
Male	5	9	12	8	6
Female	7	8	8	7	2



Student attendance profile

Congewai Public School provides clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance and will undertake all reasonable measures to contact parents promptly and within two school days of an absence being unexplained, if contact has not already been made.

		Year	2010	2011	2012	2013	2014	2015
School	K		96.8	98.8	97.8	97.4	97.3	85.8
	1		na	98.3	98.9	92.6	93.5	91.7
	2		98.4	84.4	97.8	96.6	92.9	90.8
	3		93.1	97.8	95.7	98.5	99.5	90.8
	4		na	97.2	98.9	94.4	96.7	na
	5		100.0	100.0	99.5	99.4	96.4	95.0
	6		89.7	97.8	98.9	98.9	98.4	na
	Total		94.6	97.2	98.1	96.2	96.1	90.1
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	0.126
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.084
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	0.696
Other positions	
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	50%

Professional learning and teacher accreditation

Staff members have undertaken professional learning in L3, TEN, PDHPE (Austswim accreditation) and the new curricula of history and geography.

Regular professional development is part of the school's weekly staff meetings.

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	50884.92
Global funds	44365.96
Tied funds	65202.71
School & community sources	23349.31
Interest	1479.98
Trust receipts	1263.32
School operated Canteen	1206.25
Total income	187752.45
Expenditure	
Teaching & learning	
Key learning areas	19857.54
Excursions	2849.64
Extracurricular dissections	6502.83
Library	374.44
Training & development	2197.15
Tied funds	59646.38
Casual relief teachers	2350.96
Administration & office	18731.02
School-operated canteen	1404.19
Utilities	5574.76
Maintenance	5967.72
Trust accounts	1181.32
Capital programs	3615.51
Total expenditure	130253.46
Balance carried forward	57498.99

School performance

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

60% of parent surveys returned. Analysis of parent survey indicated school is delivering in all aspects with strong indicators of sustaining and growing, particularly in learning culture and effective classroom practice.

Staff and community survey on communication processes indicates 100% of parents believe the school is doing a good to excellent job of communication both in school procedures and events and relaying information about student progress.

Survey on homework policy indicates 85% feel great dissatisfaction with the process of weekly homework, strong parent support for change in homework procedures to spelling, number facts and reading given at the beginning of term for students to work through, returned at end of term. Commencement of new homework procedures, in 2016.

Policy requirements

Aboriginal education (mandatory)

A range of approaches to include Aboriginal perspectives have been undertaken and embedded in programming to ensure teachers are aware of cultural differences. We observe Sorry Day, and conduct culturally appropriate activities for NAIDOC Week. Staff has undertaken professional learning around the 8 Ways and Aboriginal Education and Training Policy. Staff has also regularly attended the area's AECG meetings.

Multicultural Education and Anti-racism

The school has an Anti-Racism Contact Officer (ARCO) who conducts activities based around promoting acceptance of diversity and harmony as part of whole school programming. The school has undertaken programmed learning about other cultures around the world and has held regular video conferences with a like school in Korea. Staff has undertaken professional learning in regard to the anti-racism policy.