2008 Annual School Report
Cobargo Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Cobargo school has 132 students from Kindergarten to Year 6.

Staff
Principal: Mr Robert Whymark
Assistant Principal: Ms Lyn Smith
Class teachers:
Ms Debbie Martin
Ms Donna Zappala
Ms Jan Reynolds
Mrs Kathy Summers
Mrs Kerry Thomson
Mrs Kathy Wilson
Support Staff:
School Administrative Manager: Mrs Irene Redman
School Administrative Officer: Mrs Linda Holland
Teachers’ Aides:
Ms Carly Wotton
Ms Sharyn Wotton
Mrs Colleen Berger
Mrs Sonia Evans
Mrs Linda Page
Ms Lisa Braz

Significant programs and initiatives
Significant programs include:
• Music, sponsored by the Country Area Program and the school P&C Association
• Excursions supported by the Country Area Program
• Reading Recovery to provide reading assistance to students in Year One
• Intensive Reading Program for Year 3 students involving community volunteers
• Learning Assistance helping students with learning difficulties
• Talking and Listening program which includes all children from Kinder and Year 1
• Public Speaking competition to foster speaking and listening skills
• Sport programs for both infants and primary students
• Aboriginal Education including a special anti-racism mural project

Student achievement in 2008

Literacy – NAPLAN Year 3
Students in Year 3 2008 performed very well in literacy, scoring equal to or better than students in similar sized country schools. Reading, spelling and grammar were the strengths with writing an area for development.

Numeracy – NAPLAN Year 3
Students in Year 3 2008 scored well in numeracy, scoring above the average results of similar sized country schools.

Literacy – NAPLAN Year 5
The results of the Year 5 2008 group include a number of students with specific learning difficulties, which affect the average result.
Taking this into account the students performed well in spelling and reading.

Numeracy – NAPLAN Year 5
The results of the Year 5 2008 group include a number of students with specific learning difficulties, which affects the average result.

Principal’s message
The 2008 Annual School Report for Cobargo Public School was produced in consultation with the school staff, students & P&C.
Students at Cobargo School participate in a wide range of activities during the year in academic, sporting and cultural events. This variety leads to a stimulating learning environment where children are encouraged to strive to achieve and to look forward to a lifetime of learning.
Cobargo Public School is fortunate to be supported by the Country Areas Program. This is a Commonwealth Government funded program to assist country schools in raising student learning outcomes in targeted schools.
The following statement of purpose was written following meetings with the P&C and staff in 2005 and remains relevant:
"The purpose of Cobargo Public School is to help children maximise their academic, social, physical
and emotional learning outcomes so that they are self confident, independent and effective communicators. During the course of their time at our school students will experience the full range of the curriculum and develop a wide variety of skills. The values of tolerance, acceptance of differences, integrity, excellence, respect, responsibility, cooperation, participation, caring, fairness and democracy will be emphasised through the school's curriculum. The school embraces the concept of life-long learning."

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.

Mr Robert Whymark B Ed Dip Teach

School context

Student information

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

Student enrolment profile

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<th>Student Enrolment</th>
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Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

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<td>KINDER</td>
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Staff information

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

In 2008, the average daily staff attendance rate was: 97.9%
### Staff establishment

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<th>Position</th>
<th>Number</th>
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<tr>
<td>Counsellor</td>
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<td>Total</td>
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### Teacher qualifications

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

### Financial summary

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

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<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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#### Income

- Balance brought forward: $84,332.18
- Global funds: $86,196.17
- Tied funds: $125,762.00
- School & community sources: $16,738.21
- Interest: $7,187.45
- Trust receipts: $3,946.60
- Canteen: $0.00

**Total income:** $324,162.61

#### Expenditure

- Teaching & learning:
  - Key learning areas: $9,100.67
  - Excursions: $8,560.40
  - Extracurricular dissections: $15,180.75
- Library: $2,474.68
- Training & development: $534.35
- Tied funds: $127,696.73
- Casual relief teachers: $13,350.66
- Administration & office: $34,888.54
- School-operated canteen: $0.00
- Utilities: $10,311.52
- Maintenance: $9,446.60
- Trust accounts: $3,689.81
- Capital programs: $2,695.24

**Total expenditure:** $237,909.95

**Balance carried forward:** $86,252.66

A full copy of the school’s 2008 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 2008

#### Achievements

##### Arts

Cobargo school continues to show a strong arts focus. All students from K to 6 are involved in activities that enrich the learning process in the areas of music, drama, dance, visual art and public speaking.

Our major creative arts focus for the year was the presentation of the musical, Safari. The musical involved all students K to 6 and consisted of band, vocal, dance, drama and choral items. Selected students from our school participated in drama workshop with coach Mr John Concannon. The performance was presented to our community on our new purpose built stage, constructed by Mr Jeff Robbins.

2008 saw the formation of the Cobargo PS Choir involving students from Years 3 to 6. Members of this choir delighted parents at Education Week Celebrations which saw thirty one students perform 3 pieces. The choir also was involved in individual and mass choir items as part of the Sapphire Coast Learning Community Launch Day held at the Sapphire Coast Raceway in November. The choir also performed at the school musical, Safari and the Presentation Day.

In June 2008 two talented Year 6 performers represented the school as part of the mass recorder group at the NSW State Schools Festival of Instrumental Music held at the Sydney Opera House under the guidance of volunteer parent, Ms Jude Walker.

In March 2008 K – 6 students participated in Friendship Day which presented the students with a wide range of workshop activities in the areas of Creative and Performing Arts.

As part of our music appreciation program our school enjoyed a visiting performance called Drumbeat. This performance presented to our students an energetic demonstration of drumming techniques.

Students in Years 4 to 6 attended the Big Gig performance at Narooma High and the Tathra Public School production to watch other students perform items in drama, dance and music.

Our students were treated to a performance by artists who performed at the 2008 Cobargo Folk Festival. The Folk Festival also provided a performance opportunity for individual students in the areas of voice and band with students
presenting vocal solos and group performances of songs they had developed as part of the school CAP Music Program. In June 2008 students from K – 6 were involved in our public speaking program. Four students from each year group were selected to participate in the school finals and four students represented our school at the District Public Speaking Finals at Moruya Public School.

**Visual Art and Craft**

The Art and craft curriculum engages students in a wide range of subject matter and using a variety of techniques and media, students have the opportunity to express and create their own artworks.

Art and craft activities frequently link up with other Units of Work. Students studying living things express their creative interpretations of these through drawings, painting, printing and collage.

An HSIE unit about Local Environments engages students in a design and make project based on features of their local community.

A study of different cultures focuses on the construction of various artworks, such as Mexican God’s Eyes, Skeleton Puppets and African Masks.

The whole school performance of Safari involved students constructing props, drawing and painting animals and sewing puppets.

All students are encouraged to value and appreciate their own artwork and those of their peers.

**Sport**

Cobargo students participate in regular, varied and enjoyable physical activities that are designed to promote the adoption of a physically active lifestyle that will carry over to adult life and promote wellbeing. This has been achieved by providing practical and theoretical learning situations that ensure the development of appropriate skills and attitudes necessary for an active life.

Students from Years 3 – 6 participated in the school swimming sport program in Terms 1 and 4. Students in Year 2 participated in the 10 day intensive swimming program.

Students in Years 3 – 6 participated in a varied House Sport program including softball, cricket, T ball and tennis.

A mini Olympics program was held to coincide with the Beijing Olympics, involving students in a tabloid competition with the opportunity to win bronze, silver and gold medals.

Kindergarten to Year 2 were involved in weekly sport sessions playing modified games to develop skills and positive attitudes towards physical activity, teamwork and sporting behaviour.

Successful carnivals were held in swimming, cross country running and athletics.

Seven representative teams were entered in the Primary Schools Sports Association Knockout Competitions in mixed tennis, boy’s cricket, softball, touch footy and rugby league, girls cricket and touch footy. We would like to acknowledge the help and assistance of parents in the coaching of our teams, including Mr Tiaki “Jack” Wilson and Mr Guy Lingard.

The construction of a multi purpose hard surface court has allowed our students to engage in the sports of tennis and netball with our tennis team training regularly on a Wednesday after school.

Students in Stage 3 were given the opportunity to experience recreational and sporting activities at Berry Sport and Recreation Centre. Students in Stage 2 engaged in sporting activities at their excursions.

Thirty students have participated in the Active After School Program during Terms 3 and 4 developing skills in soccer and netball.

**Significant achievements include:**

- Seven teams entered in the 2008 PSSA Knockout Competitions
- Sixteen students participated in zone swimming carnival
- Thirty two students participated in the zone athletics carnival
- Thirty students played in the Bega Super 8 cricket gala day
- Two mixed teams played in the Glen Archer Cup, with one team becoming South Coast Champions
- Participation in the Year 3 and 4 rugby league gala day
- Year 5 and 6 students participated in the country rugby league gala day
- Years 2 and 4 participated in the AFL Auskick gala day
- Years 2 to 6 participated in the CRL Training Program.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

**Literacy – NAPLAN Year 3**

**Reading**

<table>
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<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in band</th>
<th>Percentage in band</th>
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**Average mark, 2008**

- School: 397.3
- LSG: 375.8
- State: 412.2

**Spelling**

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**Average mark, 2008**

- School: 390.8
- LSG: 378.6
- State: 418.6

**Writing**

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**Average mark, 2008**

- School: 391.5
- LSG: 391.6
- State: 427.8

**Average mark, 2005 - 2007**

- School: 10.9
- LSG: 14.6
- State: 23.6

**LSG average 2008**

- LSG: 9.9

**State average 2008**

- State: 4.4

**Percentage of students in bands:**

- **Band 1:** 4.4%
- **Band 2:** 8.7%
- **Band 3:** 10.9%
- **Band 4:** 14.6%
- **Band 5:** 23.6%
- **Band 6:** 31.7%
Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average mark, 2008</th>
<th>School</th>
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Skill Band Distribution

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Numeracy – NAPLAN Year 3

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Skill band distribution

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Percentage of students in bands:
Literacy – NAPLAN Year 5

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NAPLAN Writing Year 5

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NAPLAN Spelling

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<td>LSG average 2008</td>
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NAPLAN Grammar and Punctuation Year 5

**Average mark, 2008**

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**Data table**

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<table>
<thead>
<tr>
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<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>Percentage in band</td>
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<tr>
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Reading progress

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<td>2005 - 2007</td>
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Writing Progress

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<td>2006 - 2008</td>
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Numeracy – NAPLAN Year 5

**Average mark, 2008**

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**Data table**

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<th>LSG average 2008</th>
<th>State average 2008</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Percentage in band</td>
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<td>LSG average 2008</td>
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Progress in numeracy

<table>
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<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>98.5</td>
<td>90.7</td>
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<td>2005 - 2007</td>
<td>111.3</td>
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<td>2006 - 2008</td>
<td>44.9</td>
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</table>
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

The Commonwealth Government program, CAP or Country Areas Program, has had a significant impact on the education offered at Cobargo Public School. CAP has supported local schools, including Cobargo, in teacher development in Information and Communication Technology, learning tools such as Model Mapping and support for teachers from other schools to work together to share ideas and solutions.

Aboriginal education

The National Apology to the Stolen Generations on the 13th February 2008 by Prime Minister Kevin Rudd was a significant beginning to 2008. This year the school has maintained a focus on Aboriginal cultural experiences with two wonderful performances by Aboriginal musicians and dancers. Mr Rod Slocki, our Aboriginal Community Liaison Officer, has spent two full days at the school imparting his expertise and enthusiasm in cultural activities. These were extremely well received by the students. The bush tucker provided for a taste experience that was enthusiastically enjoyed.

Mrs Reynolds has attended the Anti – Racism meetings held in Bega and the school received a grant for an Anti - Racism project to promote local indigenous culture. A group of children has researched local language, landmarks and stories that will be incorporated into a mural. This will be painted by the children and displayed permanently and prominently in the school grounds, positioned so that it can be viewed by passers by.

Mr Whymark and Mrs Reynolds attended the Aboriginal Education and Equity conference in Batemans Bay where they were presented with current social and educational issues involving indigenous youth. This was enlightening and encouraging in the fact that many more young people are now continuing their education and taking advantage of scholarships to train in various professions including teaching.

On 28th August Mrs Reynolds attended the South Coast Learning Community’s first working group on Aboriginal Education at the Bournda Environmental Education Centre. Members of local Land Councils, education workers and council employees from the South Coast met in conference to explore pertinent issues relating to improved outcomes for Aboriginal students. It was an excellent day encouraging networking and discussion and a positive sharing of ideas.

Respect and responsibility

Students are taught respect and responsibility through our student welfare and school leadership programs and through the care, respect, dedication and behaviour of staff.

· Students engaged in fund raising for the school to support various charities

· The Student Parliament met regularly. Student Parliament Ministers represented their classmates and worked for the improvement of the school. All students from Years 3 to 6 participate as members of parliament.

· All students vote for the school captains through an open, honest and democratic process. Captains take leadership positions for the school body and with other Year 6 students, run the Student Parliament.
· Captains led many events at school such as the daily whole school assembly, and represented the school at Australia Day and ANZAC Day ceremonies.
· The whole school participated in Clean Up Australia and students regularly help to clean the school grounds.
· The school's annual Presentation Day emphasises respect and responsibility. Every student receives a certificate recognising their achievements for the year. Special achievements are also recognised.

Other programs

Reading Recovery
Reading Recovery is a program that offers special help to Year One students assisting them to become better readers and writers. Reading Recovery teachers receive a year of intensive training and continue to meet regularly to develop their skills.

The Reading recovery teacher works with children for 30 minutes every day on an individual reading and writing program. This is extra support to the work done in the classroom.

Children may take part in the program for twelve to twenty weeks.

In 2008 four Year One students entered the program. Two students discontinued the program improving from level one to level 16.

Students who have completed the program in previous years continue to be monitored by the RR teacher and given further support if needed.

Learning Assistance
The support teacher Learning Assistance works with teachers to identify students in need and to improve their learning outcomes. Students with lower results in the NAPLAN are given learning assistance time.

In Term One 2008 a group of 5 Year 5 children received extra tuition in spelling, writing and reading. A group of 8 Year 3 children were engaged in both literacy and numeracy support work.

During Term 2 the Kindergarten and Year One students were combined into Talking and Listening Groups and twice per week were involved in games and activities designed to improve their communication skills. This program will give the students a sound language base on which to develop their reading and writing skills. This new program was supported by the STLA and was most successful in improving oral language ability and confidence.

Extra support was also given to Year 4 students in literacy. A group of Year One students received assistance while working on literacy tasks in the classroom and a group of Year One students were withdrawn from class to receive maths support.

As the learning outcomes of the targeted students improve so does their self esteem and confidence in learning. This is a positive and valuable program for students at Cobargo School.

Intensive Reading Program

Thanks to the much appreciated time given by 6 community volunteers Cobargo School is able to provide an intensive reading program for children in Years 3 and 4. The nominated students are given individual instruction designed to help their reading skills. Lessons include:

- Oral reading
- Sight word vocabulary
- Word attack skills
- Spelling sight words
- Spelling encoding
- Comprehension

The students work with the tutors for about 30 minutes per session three times per week.

In 2008 eight students benefited from participating in the program.

Progress on 2008 targets

Target 1
Improved student performance in literacy with no students in Band One or Two in the Year 3 and 5 National Testing Program and a 10% increase of students in Band 6.

Strategies to achieve this target included:

- Training and development for some staff members in Reading Recovery strategies
- Provision of appropriate literacy resources
- Quality teaching practices implemented
- Time will be allocated to literacy learning each day
Success measured by:
• National Testing Program results
• Teacher professional judgement against curriculum standards

Comment:
Our students in Year 3 achieved our expectations in literacy areas of reading and spelling. Writing is an area for further development.

The Year 5 averages while lower than expected, are misleading due to the number of students with special learning needs included in this group

Target 2: Improved student performance in numeracy with no students in Band One or Two in the Years 3 and 5 National Testing Program and a 10% increase in students in Band 6.

Strategies to achieve this target included:
• Training and development activities
• Provision of appropriate resources
• Quality teaching practices
• Time allocated to numeracy learning

Success measured by:
• National Testing Program results
• University of NSW competition results
• Teacher professional judgement against curriculum standards

Year 3 students performed very strongly in all numeracy strands. The Year 5 group demonstrated that numeracy was an area for development and this was addressed during the second semester of 2008 and will continue to be addressed in 2009.

Target 3. Students in Stage Three will have achieved mastery of the Core Quality Learning Tools outlined by the Bega School Education Group.

Strategies to achieve this target:
• Training and development activities in the following: 6 Thinking Hats, Affinity Diagrams, Mind Maps and Model Maps, Lotus Diagram, Think-Pair-Share, S.W.O.T. Fish Philosophy.

Success measured by:
• Students' use of strategies in the classrooms as measured by common assessment tasks.
• Improved student engagement with learning

• Improved student outcomes in across curriculum areas.

Quality learning tools used across the Stages included:
- Fish Philosophy
- Brainstorming
- PMI
- Venn Diagrams
- Model Maps
- Lotus Diagrams
- Think, Pair Share
- 6 Thinking Hats
- Affinity Diagram
- SWOT
- Y Chart – Looks Like, Sounds Like, Feels Like
- Human Graph

Comments:
Students are being introduced to the Quality Learning Tools from Stage One and these tools are used across the curriculum. Students now have a common language to describe the learning tools they are using.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of
• Student Welfare and Discipline
• School Management and Practice
• School Teaching and Learning – English, Mathematics

Educational and management practice
Reviews were conducted of Student Welfare, English and Mathematics.

Background
The Student Welfare and Discipline document was carefully revised at a series of staff meetings. Data is collected student entries in the Detention folder on the nature of the problem and the number of entries each individual has. The staff looked for a balance between positive and negative consequences.
Following the revision of the document the P&C and all families were given a copy for comment and feedback.

Findings and conclusions

- There is an ongoing need to address student welfare and discipline issues.
- Students need training in how to recognise and deal with bullying behaviours.
- Staff need to be consistent in applying the school discipline code.
- Student Welfare and Discipline is closely tied to Self Esteem and student engagement.

Future directions

- Cobargo School will commit to the Positive Behaviours For Success Program, beginning in 2009.
- The Welfare and Discipline Policy will continue to be monitored and evaluated as it is implemented.

Curriculum

English and Mathematics were reviewed.

Background

Staff participated in a PMI exercise to review English and Maths from Kindergarten to Year 6.

Findings and conclusions

- English, and particularly reading, is a strength in the school. This can be largely attributed to having Reading Recovery available in the school, and two Reading Recovery trained staff members.
- The Talking and Listening groups that were introduced in 2008 for Stages One and Two have been very successful in promoting growth in literacy.
- Momentum readers are a good resource for guided reading.
- The new “Reading Boxes” have been valuable in developing comprehension skills.
- “Drop Everything and Read” cross-peer tutors with Year One and Year 6 has been successful in promoting reading ability within the Year One group.
- “Best Start” assessments have been a useful indicator of student performance and learning needs in English and mathematics for students beginning school.

Mathematics:

A timetable change placing mathematics lessons in the first session of the day has helped promote student engagement in mathematics.

Using the RFF teacher to take one strand of the maths syllabus has also been successful.

Future directions

English

- Training sessions are needed for parents of Stage One students, in how to help with reading.
- Social skills, including body language should be included in Talking and Listening groups.
- New reading resources are needed.
- The Dalwood approach to sequencing sounds is worth exploring.
- In writing we need to again focus on narrative for students in Years 3 and 5.
- We need to help students develop a wider and more sophisticated vocabulary.

Maths

- We need to look at Count Me In Too training for staff who have not yet been involved.
- The language and vocabulary of maths needs to be more explicitly taught.
- Problem solving techniques need to be presented to students in a way that reflects the NAPLAN tests.
- There is a core set of resources that teachers need in their class for the teaching of maths.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of the P&C about the school, at various points throughout the year.

The P&C expressed satisfaction with the CAP Music Program, the Safari Concert and the various improvements to the school facilities.

The P&C expressed a need for upgraded Take Home Readers for the K to Year 2 age group. To facilitate this improvement the P&C have made Take Home Readers their major funding target now that the CAP Music Program has finished.
Professional learning

During 2008 Teacher Professional Learning focused on:

Country Area Program strategies
Teaching literacy
Aboriginal Education and Anti Racism
Reading Recovery
Teaching Mathematics.

In 2009 our major focus will be student behaviour through the PBS program.

School development 2009 – 2011

Targets for 2009

Target 1

Improve literacy skills in writing, spelling and talking and listening so that student’s skills are equal to or better than the Region and for students to improve at least one skill band from Year 3 to Year 5.

Strategies to achieve this target include:
• Provide a broader range of literacy resources and teaching and learning strategies to enhance visual literacy and talking and listening.
• Focus on Talking and Listening.
• Focus on writing and spelling
• Individual learning plans for Aboriginal students.
• Individual learning plans for students on funding support.
• Individual plans for students receiving Learning Assistance
• Broader range of text types
• Increased resources in reading and talking/listening
• Help for those not achieving
• Extend the higher achievers
• Quality teaching strategies
• Support for Kindergarten teacher to participate in Best Start project

Indicators of success:
• National Testing Results show CPS performing at State Average in literacy performance.
• Improve the year 3 average in literacy from 391 to 419 and the year 5 average from 450 to 496
• No students in Band 3 or 4 of Year 5 results. 2008 Baseline 31%
• Teacher professional judgement of student class work indicate improvement in literacy levels.
• 80% Students improve at least one skill band from Year 3 to Year 5 in literacy. (2008 baseline 41% )

Target 2

Improve numeracy skills, especially in problem solving so that student’s skills are equal to or better than the Region and for students to improve in one skill band from Year 3 to Year 5.

Strategies to achieve this target
• Expand school resources in hands-on maths materials to enable class sets of basic requirements.
• Provide extra help for students experiencing difficulty.
• Review use of text books in primary years 3 - 6.
• Provide time for teacher professional learning in numeracy.
• School time table adjusted so that Numeracy instruction occurs in the morning.
• Aboriginal students are supported so that their performance is improved to match that of the cohort.

Indicators of success:
• National Testing results show that CPS students are performing at or above State Average in numeracy.
• Improve the Year 3 average in numeracy from 408 to 410 and the year 5 average from 413 to 490 as measured by NAPLAN.
• No student in bands 3 & 4 as measured by NAPLAN. (2008 baseline 59%)
• Teacher observations of student classwork indicate improvement in numeracy levels.
Target 3
Develop improved student engagement, attendance and student behaviour through the implementation of the Positive Behaviours For Success initiative.

Strategies to achieve this target
• The Committee attends training conference in Term One 2009.
• There is a commitment to meet once per month as PBS committee over the 5 year plan.
• The initial focus is on behaviour outside classrooms.
• School values and core rules are formed.
• The school follows PBS strategies as outlined at training conference.

Our Success will be measured by
• Student behaviour in the playground improved by 20% reduction in referrals as measured by Detention Book data.
• Student behaviour and attitude with visiting teachers improved with a reduction in behaviour referrals by visiting teachers.
• Increased positive student attitude reported.
• Student attendance rate improved by 2% to match or exceed State/Region average.
• Improved student behaviour as measured by Bully Book entries.
• Improved student outcomes measured through use of PBS tools.

Target 4
Students are competent in the Quality Learning strategies from the "Bega School Education Group Core Strategies" document.

Strategies to achieve this target
• Support for the Bega Partnership Schools Learning Continuum.
• Quality Teaching and Learning core strategies implemented:
  6 Thinking Hats
  Affinity Diagram
  Mind Maps and Model Maps
  Lotus
  Think/pair/share
  SWOT

• Hands on resources purchased for mathematics.
• Quality teaching strategies implemented in classrooms
• Help for those not achieving through STLA and classroom strategies to achieve target of no students in Bands One and Two.
• Extension work for achievers to achieve target of increase of 10% of students in Band 6.
• Schools contribute funds from TPL to support Learning Community Coordinator.
Term 2 Development Day Conference.
All Stage 3 students demonstrate mastery in the Core Strategies.

Our Success will be measured by
• Improved student engagement in all curriculum areas.
• Improved student outcomes in all curriculum areas.
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.

Robert Whymark Teaching Principal
Lynette Smith Assistant Principal
Kerry Thomson Classroom Teacher
Jan Reynolds Classroom Teacher
Donna Zappala Classroom Teacher
Kathy Summers Classroom Teacher/Librarian
Kathy Wilson Classroom Teacher

School contact information
Cobargo Public School
Wandella Road Cobargo
Ph: 02 64936482
Fax: 02 64936410
School Code: 1579

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