School context

Coleambally Central School is a comprehensive Kindergarten to Year 12 School, which aims to provide the best of education K-12 on one site.

The school population is drawn from the towns of Coleambally and Darlington Point as well as the surrounding districts.

Approximately half the school student population is transported to the school location by school buses operated out of Coleambally.

The school site, which is situated adjacent to the Coleambally business district, is well suited to its requirements. Extensive, well-maintained grounds complement modern buildings. The grounds include major sporting facilities such as two sporting fields, cricket pitches and courts for various ball games in addition to well-appointed shade areas. Extensive playground areas are available for students of all ages.

There is strong community support available to the school. The school strives to position itself within the community as a vital and viable community asset and a strong contributor to community values and ethos.

The school caters for all students as individuals. It provides gifted and talented extension groups, learning support and inclusive integration programs. Academic programs are available to meet the needs of all students. A range of vocational courses is accessed at the school.

The school strives to meet the present and future needs of our students in partnership with our community. The school quickly recognises and rewards academic excellence. Coleambally Central School strives to provide high quality educational programs characterised by effective teaching and learning in a caring environment.

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

![Student enrolment profile](image1)

Student enrolment profile K – Year 6

![Student enrolment profile K – Year 6](image2)

Student enrolment profile Year 7 – Year 12

![Student enrolment profile Year 7 – Year 12](image3)
Management of non-attendance

At Coleambally Central School the following initiatives are used to improve student attendance.

- Regularly feature articles on attendance in school newsletters
- School recognise’s good attendance through the presentation of certificates at a formal assembly
- School provide parents with regular information on school attendance
- Teachers speak to children who are absent with regard to the reasons for their absences
- Executive staff monitor rolls on a regular basis, check their accuracy and follow up with roll teachers to identify students with irregular attendance and arrange follow-up
- Learning Support Team monitors student attendance and follow up students with irregular attendance
- Staff liaise with parents or caregivers with regard to attendance

Post-school destinations

Of the 19 Year 10 students who completed Year 10 in 2013, 84% elected to continue studying for their HSC with 16% chose to continue their education at alternative educational settings.

100% of the 2013 Year 11 class will continue at school to complete their HSC.

44% of the Year 12 class of 2013 have continued to study at various Universities, 33% of students have chosen to continue their studies at other educational settings, whilst 23% have gained employment.
Year 12 students undertaking vocational or trade training

In 2013, 5 of the 24 students sitting for their HSC participated in vocational education training (VET) activities.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 8 students gained their Higher School Certificate. A further 16 Stage 6 students have completed half of the requirements for the Higher School Certificate.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14.6</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33.2</td>
<td></td>
</tr>
</tbody>
</table>

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

Approximately 6% of the staff of Coleambally Central School identify as Indigenous.

Teacher qualifications

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

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>21</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>184855.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>232413.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>146303.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>52362.81</td>
</tr>
<tr>
<td>Interest</td>
<td>7039.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25543.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>648517.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>61878.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>9352.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13437.67</td>
</tr>
<tr>
<td>Library</td>
<td>11304.38</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1307.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>74794.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>92527.08</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>49955.05</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>67576.50</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22321.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30032.12</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>434487.39</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>214029.95</td>
</tr>
</tbody>
</table>

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

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)

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)
NAPLAN Year 5 – Numeracy

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

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In the Higher School Certificate (HSC), the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
**Significant programs and initiatives**

**Aboriginal education**

All subject areas and programs continue to promote an Aboriginal perspective so that students at Coleambally Central School are included in the continuing process of reconciliation.

The recognition of Aboriginal cultures and custodianship of Country was promoted through the protocol of Acknowledgement of Country at all school assemblies and the flying of the Aboriginal flag at all times.

Aspects of Aboriginal history, culture and understanding of Aboriginal issues were again included in teaching and learning programs with particular emphasis in history, geography and visual arts. Resources for teaching about Aboriginal history and culture are housed in the school library.

**Multicultural education**

Coleambally Central School draws on a restricted cultural base. Multicultural education is integrated throughout the curriculum K -12 in a manner that increases students’ knowledge and awareness of multicultural issues.

All subject areas and programs continue to explore multicultural perspectives to build awareness amongst our students. The school has a trained Anti-Racism Contact Officers and we encourage parents, carers and community members from diverse backgrounds to become involved with the life of the school to encourage the promotion of a racism free learning and working environment.

French is the language other than English that is studied in Stage 4. This course focuses on developing cultural understanding and communication skills.

The school’s curriculum and student welfare programs are designed to promote an inclusive and racism free learning and working environment.

**Improving Literacy and Numeracy National partnerships**

In 2013 our school received funding to participate in a two year National Partnership Program called “Improving Literacy and Numeracy National Partnership”.

This funding allowed us to implement programs to improve the numeracy outcomes of students. Teachers are involved in professional learning programs to improve the quality of whole-school teaching practices and student outcomes across the school.

**Intended Outcomes**

- All teaching staff develops shared understanding of numeracy learning K-8.
- Monitoring of student numeracy achievements.
- Strong school leadership and whole school engagement with numeracy teaching.

**Strategies employed**

- Collect and analyse baseline data.
- Expand professional knowledge of contemporary numeracy teaching strategies.
- Analysis of student numeracy data to identify areas of growth and need.
- Implement program of lesson observation and peer discussion of numeracy strategies.
- Teacher involvement in TOWN (Taking Off With Numeracy) and TEN (Targeted Early Numeracy).
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:

- Establishment of a School Planning Committee. This committee is responsible for developing, leading and coordinating the school improvement process
- Observations
- Document Analysis
- Data Analysis

School planning 2012—2014: progress in 2013

School priority 1

Support the implementation of the Australian curriculum and improve the quality of assessment and feedback practice.

Outcomes from 2012–2014

- Develop and plan for the implementation of the Australian Curriculum.
- A relevant curriculum with alternative paths to meet the needs of all students.
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning.
- Build capacity of teachers to use the data to inform professional practice.
- Improve the quality of assessment and feedback across the whole school to improve student performance.

Evidence of progress towards outcomes in 2013:

- New reporting structures are investigated which more effectively report on the learning outcomes of students.
- 60% of staff undertakes professional learning focusing on quality assessment and feedback.
- all KLAs working towards programs and assessment tasks in line with the Australian Curriculum.

Strategies to achieve these outcomes in 2014

- Teachers undergo professional learning sessions relating to the Australian Curriculum and use School Development Days to develop resources and programs.
- Staff is regularly updated on the timeframe for implementation of the Australian Curriculum at staff, faculty and executive meetings.
- Review the current curriculum and curriculum structures in terms of breadth and relevance.
- All KLAs continue to develop quality assessment tasks and provide quality feedback to improve student learning outcomes.
School priority 2
Develop leadership and management capacity across all staff.

Outcomes from 2012–2014
- Strengthened leadership and capacity of staff to improve student learning outcomes.
- Enhanced leadership innovation, creativity and thinking that enables positive and sustainable learning cultures to flourish.
- Increased number of teachers accredited with the Institute of Teachers.
- Innovation in the use of interactive technologies for learning, teaching and for teacher professional learning.
- An established culture of collaboration in which all members of the school community contribute to the achievement of goals.

Evidence of progress towards outcomes in 2013:
- All faculties represented on committees and all staff involved in developing, implementing, monitoring and evaluating school plan.
- Professional learning provided to staff in order to promote support and understanding of the National Professional Standards for Teachers.
- Leadership opportunities provided for aspiring school leaders.

Strategies to achieve these outcomes in 2014:
- Ensure that all staff is provided with support and encouragement to experience opportunities in leadership.
- Support and mentor new scheme teachers in the NSWIT accreditation process.
- Implement a structured professional leadership program of supervision and mentoring.
- Strengthened teacher and executive assessment and review processes.
- Develop all staff, with a focus on executive staff, in the understanding and formulation of the School Planning process.

School priority 3
Further develop the literacy and numeracy skills of all students

Outcomes from 2012–2014
- Increased levels of literacy and numeracy for all students, as evidenced through improvements in external data and school based assessment.
- Early intervention strategies implemented for students at risk of low literacy or numeracy achievement.
- All staff members implement, evaluate and monitor quality literacy and numeracy teaching programs and practices to improve student learning outcomes.
- Coordinated whole school approach to quality teaching evident through programs, assessment tasks and professional learning.

Evidence of progress towards outcomes in 2013:
- Executive and teachers use data to reflect on and inform teaching practices.
- Teachers regularly use data to identify and address student literacy and numeracy needs.
Strategies to achieve these outcomes in 2014:

- Equip teachers with the professional knowledge and practice needed for effective and confident literacy based etching of all students within their curriculum area.
- Develop additional strategies for students requiring learning assistance in literacy and numeracy.
- Implement Targeted Early Numeracy (TEN) program.
- Implement Taking Off With Numeracy (TOWN) program.
- Use data to identify individual student needs.

Professional learning

The Department of Education and Communities provides funding for teacher professional development. In 2013 funding covered training both within the school and external training and conferences and targeted every aspect of teacher professional training. Areas included the Australian Curriculum, How2Learn, technology in teaching and learning, teaching the middle school, 15-19 years, leadership and career development, literacy and numeracy, gifted and talented, quality teaching practices, welfare issues and the development of early career teachers.

Professional development occurred through the 6 school development days as well as staff meetings and professional networks.

All school staff received training in Every Student Every School, Child Protection, Work Health and Safety issues, Anaphylaxis awareness, Code of Conduct issues, Reporting procedures and Anti-Racism.

Parent/caregiver, student, and teacher satisfaction

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

Sentiment is generally positive about the school and its role in the community. However there are clear areas that will need to be addressed.

Coleambally Central School values the opinions of parents, students and teachers about the school. The school has an active P&C who meet each month. The P&C is a forum for parents to raise issues of concern and provide input in the decision making process.

A regular newsletter is distributed each week to provide parents with information on upcoming events and to recognise achievement of students and staff. Parents are reminded of the avenues available to them if they wish to make a complaint or suggestion and staff are willing to assist in this process if required.
Program evaluations

Management

Background

In our six year evaluation cycle, the area of Management was evaluated in 2013. A SchoolMap survey was completed by staff, followed by feedback at the executive and faculty levels. Students from Year 6 through to Year 12 also completed the survey. Parents were invited to complete the survey, which was sent home to all members of the school community via the school newsletter.

28 members of staff, 97 students and 13 parents provided responses to the survey.

Findings and conclusions

- 87% of parents and 78% of staff felt that the school resources are effectively managed.
- 60% of parents and 76% of staff felt that professional development is planned, systematic and effective.
- 58% of parents, 82% of staff and 61% of students felt that the school is continually looking at ways to improve its performance.
- 44% of parents, 59% of students and 62% of staff suggested that further strategies needed to be employed to ensure effective communication.

Future directions

- Plan for increased parent involvement in school planning, implementation and evaluation.
- Ensure that relevant information is regularly and effective communicated between students, staff, parents and the wider community.
- Review current forms of communication and refine where necessary.
- Provide opportunities for representatives of all stakeholders in the school community to have input into the school’s plans, policies, programs and practices to ensure they meet changing circumstances.

Mathematics

Background

In 2013 the Mathematics Key Learning Area was evaluated. In the secondary section of the school mathematics is taught by four classroom teachers. In the primary section of the school all teachers are responsible for teaching mathematics.

In term 3, students and parents were asked a number of questions with regard to the teaching and learning of mathematics at Coleambally Central School.

25 primary students and 112 secondary students responded to a survey requesting information with regards to mathematics.

Fourteen parents completed a survey, which was sent home to all members of the school community via the school newsletter.

Findings and conclusions

In mathematics,

- 88% of students agree that it is important to learn mathematics.
- 75% of students like to work with others in mathematics.
- 70% of students like hands on mathematics.
- 84% of students enjoy using technology in their learning of mathematics.
- 49% of students indicated that they did not enjoy textbook work.
• 32% of students indicated that they did not get help when they needed it.

• Secondary students enjoy practical mathematics, calculators, computer work, and mathematical games but have a dislike for textbook work and repetitive questions.

• Primary students enjoy hands on activities, computer work and mathematical games but dislike division and fractions.

• 96% of parents surveyed agreed that mathematics was an important subject for their child.

• 75% of parents indicated that their child had developed new skills in mathematics throughout the year.

• 77% of parents agreed that their child was developing their ability to work mathematically.

• 55% of parents felt that mathematics homework was not set regularly enough in secondary classes.

Future directions

From the analysis of the qualitative data collected the school will need to have a focus based on the increased use of the quality teaching framework to ensure that student engagement in mathematics based classes continues to grow.

The school will seek further assistance from the DEC and other professional associations on the development of future professional learning activities for teaching staff in mathematics. This will ensure that they are further equipped to effectively implement mathematics syllabus requirements.

The school will also need to allocate sufficient funds to further develop the resources that are available for teacher and student use.

Future directions will also include:

• Provide parents with more information with regard to how students are performing in mathematics.

• Provide parents with more regular reports with regard to the progress of their child.

• Run mathematical workshops for parents.

• Provide professional development opportunities for staff.

• Utilise a variety of teaching methods in the teaching of mathematics to inspire students.

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.

John McFadyen Principal
Austin Evans P & C Representative
Jane Strachan Head Teacher
Kerrie-Lea Jay Head Teacher

School contact information

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Coleambally, NSW, 2707
Phone: 6954 4131
Fax: 6954 4396
Email: coleamball-c.school@det.nsw.edu.au
Web: http://www.coleamball-c.schools.nsw.edu.au
School Code: 4348

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: