2008 Annual School Report
Condobolin Public School

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

Students

Condobolin Public School has provided quality education since 1872. The students of Condobolin Public School are Strong, Smart and Proud. The students have access to quality sporting, education and technology resources.

Staff

The teachers and administration officers at Condobolin Public School are highly regarded professionals who work with parents and the community to offer the best education to our students. They have a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum. All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal's message

The Annual School Report is a summary of the school's achievements in 2008 and provides information regarding our priorities for 2009.

Academic and sporting achievement has been a highlight of 2008. Our teams performed admirably in Tournament of Minds our students received an Honours Award. Our NAPLAN test results showed good growth.

Our students have participated in a number of initiatives involving the community such as the Kinder Transition Program and High School Transition Program.

The school has an interested, involved and supportive community, which is valued and appreciated. This year saw the first Community Consultation Forum.

It is with a great deal of pride in our school, its students, parents and our wonderful staff that I report on our achievements for 2008, whilst looking forward to what is to come with excitement.

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.

Jan James
Principal

School Council message

It was with pleasure this year the School Council welcomed Ms Jan James as the new principal of Condobolin Primary School. Jan was thrown in the deep end, taking over the principal’s job half way through the year but Jan seized this opportunity with enthusiasm.

Due to the transition period of finding a relieving principal and then choosing a new principal the School Council’s year was disruptive. However we have been successful in receiving the priority schools program funding and this money shall be spent on a variety of programs throughout the school. The School Council are looking into amending the constitution to make the Council a more community friendly organisation and consequently attracting new members. More discussions well be held early next year.

Year by year the schools budget is getting tighter with cutbacks to resources. We therefore are fortunate to have a dedicated P&C at Condobolin Public School who make a very significant contribution to the improvement of the school. I congratulate all the members of the P&C for their tireless work.

A big part of any organisation is community involvement. It is frustrating that the Condobolin Primary School parents do not support the school as well as they should. The School Council and the P&C are struggling to get parents involved. If we all want a happy school environment we must try and put some time and effort towards the school. I encourage all parents to participate more in 2009.

Finally thank you to the School Council committee members for their help and support throughout the year. We all look forward to working closely with Jan in 2009. Jan’s eagerness to get the community involved in the school with meetings and forums is to be commended and this passion should put Condobolin Public School in good stance into the future.

DAVID MARSHALL President School Council
School context

Student information

Student enrolment profile

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

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.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2B</td>
<td>2</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>1/2G</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>1/2H</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>1/2W</td>
<td>1</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>1/2W</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3K</td>
<td>3</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>4/5LE</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4/5LE</td>
<td>4</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>10</td>
<td>31</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>K/1F</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Classes in stage 1 were formed on a stage basis taking into account the different learning needs and learning styles of students. Classes in Stage 2 and 3 were predominately grade based, with composite classes being made because of numbers, one class being a cross stage composite.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>Relief from Face to Face</td>
<td>.6</td>
</tr>
<tr>
<td>Temporary Relief Scheme Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Staff retention

Leave and unfilled vacancies were filled by temporary teachers. The school had a relieving principal during Term 1 with the new principal beginning in April 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td></td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>158,232.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>153,355.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>276,232.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44,607.61</td>
</tr>
<tr>
<td>Interest</td>
<td>13,399.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,462.42</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>660,289.90</td>
</tr>
</tbody>
</table>

| **Expenditure**                     |            |
| Teaching & learning                 |            |
| Key learning areas                  | 4,903.96   |
| Excursions                          | 24,497.26  |
| Extracurricular dissections         | 20,000.65  |
| Library                             | 3,611.53   |
| Training & development              | 616.37     |
| Tied funds                          | 247,207.19 |
| Casual relief teachers              | 43,239.82  |
| Administration & office             | 68,798.91  |
| School-operated canteen             | 0.00       |
| Utilities                           | 46,032.86  |
| Maintenance                         | 16,399.61  |
| Trust accounts                      | 10,116.41  |
| Capital programs                    | 0.00       |
| Total expenditure                   | 485,424.57 |
| **Balance carried forward**         | 174,865.33 |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Sport
Our thanks go to the parents, community members, Junior Rugby League and Swimming Clubs for the contribution you have all made to sport at our school during 2008. Without you we would not be able offer so many sporting opportunities and achieve the success that we enjoy.
2008 has been another year of successes in our sporting activities. We had 9 teams compete in Western Area Knockouts. These included mixed tennis, girls and boys cricket, boys soccer, rugby league, girls softball, netball and girls and boys touch football. We also had many children competing in the various levels of swimming and athletics, about forty five children played in the Lachlan round of the Russell Richardson Cup and the David Peachey Shield and thirty girls played in the Cobar netball day. As always our students displayed excellent sportsmanship and represented our school in a manner that we are proud of. Although we faced some strong opponents, Condobolin displayed a high level of commitment in all clashes. In some games the scores were very close when the final whistle blew and although Condobolin Public School was not always the winning team we always enjoyed the opportunity to participate. Again this year we saw some new faces lining up to try out for these teams.

This year we had seven children earn places in western area teams or squads to compete at state level for three sports.

Once again Condobolin hosted the Lachlan round of the Richardson /Peachey competition. Both these competitions proved to be extremely tough however we were successful in reaching the finals in both. Our senior team was successful on the day taking out the final against Forbes in the Peachey Shield. The highlight of the day was a surprise visit from David Peachey himself who signed many autographs and spent some time talking to the players. Following our senior team’s win they travelled to Dubbo to compete in the Peachey Shield against the finalists from other districts where they met some very strong competitors.

Arts
Throughout the year a variety of performers visit our school to help widen our students’ appreciation of the performing arts. This year the school presented two performances of our Variety Show, which was received well by the community.

Individual students and a number of classes competed in the Condobolin CWA public speaking competitions in a variety of categories.

Our students provided rich displays of their artistic talent during NAIDOC Week, Education Week and the Year 6 Graduation Dinner. The school also participated in the Condobolin Annual Show and the Condobolin Seniors Week celebrations

Academic
In the National Assessment Program, the results across the Years 3 and 5 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)

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

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 below each table.

There has been a slight improvement in the number of students in the lower band of literacy. An area of strength is writing. Areas for development are: to improve spelling and grammar, the overall performance of all students, and extend students who are performing in bands 4, 5 and 6.

87% of students achieved at or above the stage outcomes.

97% of students achieved at or above the minimum benchmark.

90% of students are achieving at or above national benchmarks.
84% of students are achieving at or above national benchmarks.

**Numeracy – NAPLAN Year 3**

There has been improvement in the number of students who are in the lower bands. Strengths include 2D shapes, length and position. Areas for improvement include area, data and number patterns, as well as increase the number of students achieving bands 4,5 and 6.

**Literacy – NAPLAN Year 5**

87% of students achieved at or above the national benchmark.
73% of students achieved at or above the national benchmark.

82% of students achieved at or above the national benchmark.

94% of students achieved at or above the national benchmark.

83% of students achieved at or above the national benchmark.
Numeracy – NAPLAN Year 5

The results in this area showed that most students have made significant gains in the last two years. Areas of strength are whole numbers and calculating measurement. Areas for improvement are to extend the number of students achieving in bands 6, 7 and 8.

98% of students achieved at or above the national benchmark.
Progress in numeracy

We are movie makers at Condobolin Public School.

Significant programs and initiatives

Aboriginal Education
Condobolin has an indigenous school population of 45%. This year commenced embedding an indigenous perspective into our curriculum. This will be strengthened in each of the Connected Outcome Group units that we plan in the future. The Aboriginal Education Advisory Committee, continues to meet twice a term and will strengthen the school/community relationship in the future.

Connected Classrooms and Digi Ed

Late 2008 saw Condobolin Public School equipping itself to meet the digital age head on. The connected classroom which includes video conferencing facilities, and interactive white board and projector was installed in our library. This will be a valuable resource for all our classes. Orders for Smart Boards were made to enable every class to have a smart board in their rooms and students participated in a making a digital animation.

Tournament of the Minds
Two teams were entered into Tournament of Minds in Bathurst. Although they were not successful they achieved to the best of their ability.

Students with Disabilities
Background
Students who require additional support are identified by class teachers and referred to the Learning Support Team. This team consists of the Principal, 1 Assistant Principal, Learning Support Team Coordinator, the School Counsellor) and the Support Teacher Learning Assistance (STLA) and classroom teachers. The Learning Support Team prioritises referrals, devises strategies to overcome issues at school level before referring to specialist departmental personnel and outside agencies when necessary.

The following support structures for students with disabilities are in place at our school:
• Specific programs co-ordinated by the STLA teachers to address the needs of identified students in literacy. These programs are carried out in collaboration with the class teacher.
  • Individual and in-class support programs implemented by school learning support officers to assist students with behaviour modification and specific learning tasks across all KLAs.
  • Specialist support in the form of Itinerant Support Teacher Integration and Itinerant Teachers Behaviour to provide strategies to assist class teachers to manage the learning and social well-being of students with specific disabilities (O.D.D, autism, epilepsy, physical disabilities) and those with learning difficulties.
  • Reading Recovery program with a trained teacher for students identified in Year one with reading difficulties.
  • Specialist support by the District Support Teacher Learning Assistance, District Support Teacher Hearing Impairment and the District Assistant Principal Learning Assistance.
  • An organised referral system through the school nurse to the Community Health Service for intensive intervention in the form of speech therapy, occupational therapy, respite care etc. Referrals for students with occupational.
  • A specialist classroom to support student learning needs of those students diagnosed on the autism spectrum.

Respect and responsibility
Respect and responsibility are embedded into the schools motto:
BE STRONG, BE SMART, BE PROUD.
Each Monday morning students gather for an assembly. At this time we acknowledge and pay our respect to our Aboriginal community and show our respect to our country by reciting the Pledge of Allegiance and singing the National Anthem.
During this assembly students who have earned merit awards during the previous week are presented with their certificates. The SRC, students and teachers announce the behaviour expectation for the week, lessons are then reinforced in the classroom daily. The nine values decided by the Condobolin community are embedded into these lessons.

Positive Behaviour for Learning
During Term 3 the school undertook to implement Positive Behaviours for Learning. This is a three to five year program that explicitly teaches the behaviour expectations of the school and community. Daily lessons teach and revise these expectations.
Excursions

Excursions play an important role in the schools educational program. These are planned to support the students learning and give them experiences they would not normally have.

Stage 1 Excursion to Dubbo Zoo to support their unit on Shelters.

Stage 2 Excursion to the Murrumbidgee Irrigation Area was designed to enhance students experiences on where our food comes from.

Year 6 saw how Parliament works after studying it in their unit of work on Democracy.

Progress on 2008 targets

Our achievements include:

Target 1

To further improve literacy and numeracy levels for students K-6

Our achievements include:

- Introduction of class based literacy & numeracy groups in Stage 1 and the continuation of number groups in Stages 2 & 3.
- Continuation and expansion of “Learning to Read: Reading to Learn” and to focus on language skill development in Early Stage One.
- Concentrate our attention on the specific teaching of comprehension skills:
- 87% of students in Years 3 attaining national benchmarks in Reading.

Target 2

To provide Quality Teaching in a Quality Learning Environment

Our achievements include:

- Further development of COGS K to 6 with the emphasis on stage planning.
- Students producing quality work in a safe environment with high expectation and increased community partnerships.
- Staff mentoring and Quality Teaching Project commenced through AGQTP.

Target 3

To integrate technology into the learning program and classroom practice

Our achievements include:

- Evidence in teacher’s programs of interactive whiteboard lessons by term 1, 2008
- Successful participation in the CAP “Where’s Collie” “Collies Neighbours” and “and other online programs.

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:

Educational and management practice Assessment and Reporting

Background

In response to a new departmental policy “Curriculum planning and programming, assessing and reporting to parents K - L2 (DET 2006)” and the school’s adoption of the COGS framework an evaluation was
undertaken into existing school practices in planning and programming.

**Findings and conclusions**
After discussion with staff and executive it was decided that the focus needed to be on Stage planning using the COG’s units, with an emphasis embedding an Aboriginal perspective, adding a literacy focus based on Reading to Learn and making the units relevant to the students of Condobolin Public School. We trialled the process in Term 4 2008 for 2009.

**Future directions**
Engaging a consultant to support the staff in developing units of work with stretch targets that meet the learning needs of each stage.

Purchase resources to support the units of work.

Professional Development in Reading to Learn, the Quality Teaching Framework and curriculum development.

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**Curriculum**
**Student Welfare**

**Background**
The student welfare policy had been implemented towards the end of 2007. With executive staff changes the staff expressed concern about the consistency of implementation of the policy. Parents were also concerned about the effectiveness of this policy. The whole staff evaluated the policy and practices within the school.

**Findings and conclusions**
The staff determined that the new policy was not being consistently implemented. The staff looked at ways of supporting the implementation and decided to use the process of Positive Behaviour for Learning (PBL) to embed the policy. A PBL team was formed, and trained and the practices of PBL have started to be implemented.

**Future directions**
PBL implementation is a three to five year process, so over the next years, this will be implemented fully. Data collection is a determinant of the direction of PBL so this practice will become a feature of student welfare processes.

**Parent, student, and teacher satisfaction**
In 2008 the school sought the opinions of parents, students and teachers about the school. Generally parents, students and teachers were of the same opinion.

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fantastic and Caring Teachers</td>
<td>Student Welfare and Bullying</td>
</tr>
<tr>
<td>Communication and Parent Involvement Improving</td>
<td>Planning and Programming</td>
</tr>
<tr>
<td>Individual Learning and Sporting Opportunities</td>
<td></td>
</tr>
</tbody>
</table>

**Professional learning**
In 2008 staff development was prioritised against the school plan. The school supplemented the $17971.00 received from the state government with money from other sources such as Country Areas Program, Australian Government Quality Teaching Program, Integration, Count Me In Too and Literacy on Track. School development days and every second Tuesday were used for staff
School development 2009 – 2011

Targets for 2009

*Increased literacy levels of every student in line with State Plan targets.*

*Improved attendance of children K-6.*

**Target 1**

*Increased literacy levels of every student in line with State Plan targets.*

Strategies to achieve this target include:
- Implement Kindergarten Best Start Assessment Teacher, Parent and Tutor professional learning in Reading to Learn, Multilit and other reading strategies.
- Target support for individual learning needs by analysis NAPLAN and school based data.
- Resources purchased to meet the learning needs of the students.

Our success will be measured by:
- 85% of Kindergarten children reading at RR level 5 or above.
- 95% of Year 1 students who achieved ES1 regional outcomes achieve RR level 20 or above. 95% of “At risk” Year 1 students achieve RR Level 12 or above.
- 95 % of identified students who achieved Bands 1 and 2 in BST writing 2007 will achieve a minimum of 80 points growth in Year 5 NAPLAN 2009.
- Diminished gap in literacy achievements between Aboriginal students and all students.
- 95% of Year 3 students are achieving Band 2 or higher.
- 95% of Year 5 students are achieving Band 4 or higher.

**Target 2**

*Improved attendance of students K-6.*

Strategies to achieve this target include:
- Regular monitoring of rolls
- Development of attendance plans for identified students
- Follow up absenteeism with parent phone calls and notes
- Implement PBL across the school.

Our success will be measured by:
- To increase attendance of K-6 students to meet regional targets
- Reduce the number of days lost to suspension by 10%.

**Target 3**

*Strengthen teacher capacity to improve student learning outcomes.*

Strategies to achieve this target include:
- Stage team planning and programming.
- Teacher develop own professional learning plan.

Our success will be measured by:
- All stages participate in professional learning around student learning outcomes, and planning and programming.
- Executive are confident in leading stage based planning and programming.
- Teachers develop a negotiated professional learning plan and attend training and development to meet their professional learning needs.

**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.

Jan James Principal
Sue Worthington Assistant Principal
Kim King Classroom Teacher
David Marshall School Council President
Isa Coe Parent Representative

**School contact information**

Condobolin Public School
Molong Street, Condobolin
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: