2009 Annual School Report
Upper Coopers Creek Public School

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

Students
During 2009 there were a total of 19 students at the school. Overall there were 11 girls and 8 boys. The students work cooperatively in one classroom and are motivated to achieve school and personal goals in a caring environment.

Staff
The staff at the school consists of a Teaching Principal, a permanent part time teacher and a casual PSP staffing supplementation / Support Teacher Learning Assistance.

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

Significant programs and initiatives
In 2009 a focus on the learning support of students was continued using the Priority Schools Program (PSP) initiative which enabled a teacher to be employed to support student learning through both team teaching and identified group and individual programs.

Senior students scripted and with the younger students produced a short film titled “Light and Dark” and entered the film in the North Coast Lucinda Awards.

The school participated in various environmental programs to develop awareness for the local and immediate environment including Rous Water’s water testing program.

Students attended leadership opportunities at the Young Leaders Program in Brisbane.

Student achievement in 2009
Students in Year 3 performed at Band Level 3 or above. Results were stronger in reading than in writing. Spelling and Language were well above National average. Students in Year 5 performed well above National average in all aspects of Literacy. None were below Band Level 7. Overall spelling results were high in Language but students didn’t perform as well writing. Transfer of knowledge from pictures, diagrams and texts was an area for improvement.

Numeracy
Students in Year 3 performed above National average with no results below Band Level 4. Results were stronger in Number, Patterns and Algebra than Measurement, Data, Space and Geometry. Students in Year 5 performed at a high level in all aspects. Results were all in Band Level 8.

Overall results showed that students performed poorly in areas were connections were required between diagrams and texts.

Messages

Principal's message
2009 was a year of growth. Our enrolments remained steady, our students grew in their learning and playground improvements using the Investing In Our Schools funds were enhanced opportunities in play.

Students continued to develop their skills in the understanding of environmental issues and participated in programs which incorporated local initiatives to develop awareness for the area in which the school is situated.

Staff provided students with learning opportunities using their skills in particular areas. As well as Literacy and Numeracy, students had experiences each week in the areas of Personal Development/Health/Physical Education, Music, Technology, Environmental Education and Visual Arts.

Parents have identified that we have outstanding staff. Our students are happy and highly motivated and demonstrate that Upper Coopers Creek Public School is a place where students are engaged in their 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.

Jennifer Cason - Principal

P&C Annual Report
2009 was a relatively calm year for the P&C with no major issues to deal with as in previous years. We saw our small band of parents rally together for two successful fundraisers, Byron Markets and Federal Film Night. A big thanks go to all parents who put the energy into these events, you do make a difference. The P&C was able to financially support the school in 2009 with the following: Dance workshop, new dictionaries, Life Education, bus fares to Writer’s Festival, Swimming, and end of year books and replenishment of the water tank. We also purchased a sandpit cover, T shirts and school hats are on the agenda.

Many thanks to Mrs Cason, Sue, Mary and Administration staff, for all the hard work and care given to the children and school throughout the year.

Thanks again to all P&C members and parents who have contributed to our beautiful small school.
through craft, sports, reading assistance, canteen, concert preparation, fundraising and attending meetings.

Janet Duncan – P&C president

Student representative’s message

In 2009 students from Upper Coopers Creek Public School participated in many exciting activities. Senior students attended the Young Leaders Conference in Brisbane which gave us the opportunity to hear speakers who encouraged us to develop our leadership skills and gave us important tips on how to achieve our goals. The students participated in local activities at the school such as Clean Up Australia Day, Harmony Day, Walk to School Safely Day, Daffodil Day as well as our yearly Swimming and Athletic carnivals. We had visitors attend our school from the Rural Fire Brigade and Byron Shire Council Sustainable Living Officer. We visited other local schools to take part in an Artsmart Workshop, Life Education and Bright Sparks Program. Our excursions this year were to the Council Chambers, Byron Bay Headland and Brisbane. Students once again enjoyed producing a short film which was entered in the Lucinda Award Program. The film produced this year was titled “Light and Dark”

Overall the students at Upper Coopers Creek enjoyed the many opportunities experienced together and appreciated the support given to us by the caring staff and parents.

Zoe Retsnik

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>93.5</td>
<td>93.5</td>
<td>83.3</td>
</tr>
<tr>
<td>Region</td>
<td>K</td>
<td>92.5</td>
<td>92.3</td>
<td>92.4</td>
</tr>
<tr>
<td>State</td>
<td>K</td>
<td>94.3</td>
<td>93.7</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Note: Attendance rates for central schools are for K-6.
Management of non-attendance

Non-attendance is followed up in consultation with parents and the Home School Liaison Officer if required. Departmental procedure for the management of non-attendance was followed in line with School Attendance Policy 2009.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>K-6</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

The School received another enrolment throughout the year to bring the total enrolment for 2009 to 19 students.

Structure of classes

The class operated as one group K-6 with the division of Stage groupings when Learning Support Teacher was in the school.

Staff information

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

The school has one permanent teaching principal and permanent part time teacher. A Support Teacher Learning Assistance is employed on a temporary casual basis in addition to PSP staffing supplementation.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher/PSP Supplement</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian/Principal Release</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

Teacher qualifications

Upper Coopers Creek has no indigenous staff who worked at the school during 2009.

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

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<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>N/A</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>40,818.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>52,336.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20,928.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4,906.37</td>
</tr>
<tr>
<td>Interest</td>
<td>1,901.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,141.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>124,032.99</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 5,436.18   |
| Excursions                | 2,175.73   |
| Extracurricular dissections| 2,543.63   |
| Library                   | 2,027.73   |
| Training & development    | 3,298.19   |
| Tied funds                | 24,308.16  |
| Casual relief teachers    | 4,763.68   |
| Administration & office   | 11,136.09  |
| School-operated canteen   | 0.00       |
| Utilities                 | 3,304.10   |
| Maintenance               | 27,481.28  |
| Trust accounts            | 3,336.96   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 89,811.73  |
| **Balance carried forward**| 34,221.26  |

A full copy of the school's 2009 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 2009

Achievements

Arts
During 2009 the school offered opportunities for students to be involved in various performing activities.

Our major performance was for the end of year presentation night... The whole school performed in a creative dance and various musical items. All students had the opportunity to experience drama activities and produce a short film. This process involved the writing of a script through to the production and editing of the film. Students participated in various local Visual Art activities one of which was the Art Smart program held at Clunes PS.A ten week creative dance program was provided to all students, with a finale for parents and community being well received. Two students attended the annual creative arts camp supporting their identified skills and talents.

Sport
Students participated in a vast range of sporting events with many reaching District levels in PSSA Sport.

The students participated in the annual Swimming Carnival held at Alstonville with the mixed relay team progressing to zone. All students participated in the Athletics Carnivals held at both Eureka and Clunes. In addition the students participated soundly in the Cross Country held at Rosebank. Term 4 provided the opportunity for all students to further their swimming skills through participation in the ten day swimming program at Mullumbimby.

The school was proud of all achievements in sport in 2009.

Other

Brisbane Democracy Excursion
Senior students attended a two day excursion to Brisbane to experience local and state government programs. Students attended Parliament House and received a full guided tour. Whilst in Brisbane they also had the opportunity to visit the science museum, the museum, art gallery, Southbank and the Botanical Gardens.

This was a worthwhile program for our rural students and the opportunity to explore the city was an insight and learning experience for all.

Byron Headland Trust Excursion
Students from Kindergarten to Year 4 attended an excursion to the Cape Byron Headland. They participated in the local indigenous program Dolphin Dreaming, visited the Cape Byron Lighthouse and explored walks in the local area. This day gave our students an understanding of local environmental issues and an insight into the local history of the Byron area.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

Students in Year 3 performed at Band Level 3 or above. Results were stronger in reading than in writing. Spelling and Language were well above National average.

**Numeracy – NAPLAN Year 3**

Students in Year 3 performed above National average with no results below Band Level 4. Results were stronger in Number, Patterns and Algebra than Measurement, Data, Space and Geometry.

**Literacy – NAPLAN Year 5**

Students in Year 3 performed at Band Level 3 or above. Results were stronger in reading than in writing. Spelling and Language were well above National average.

**Numeracy – NAPLAN Year 5**

Year 5 performed at a high level in all aspects. Results were all in Band Level 8. Overall results showed that students performed poorly in areas where connections were required between diagrams and texts.

**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.

<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>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009</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**

**Aboriginal education**

Aboriginal Education was integrated via the adopting of Aboriginal Perspectives through the school scope and sequence of Human Society and Its Environment (HSIE), COGs Units and within all other Key Learning Areas.

The school celebrated NAIDOC Week. The celebrations involved a whole school excursion to the Byron Headland National Park where students participated in the Dolphin Dreaming Program presented by a local Aboriginal guide.

Students heard many stories from the Bunjalung culture and learned about their history as well.

A “Welcome to Country” session continues to open all school assemblies.

**Multicultural education**

An awareness of Multicultural perspectives is experienced by the students in the yearly teaching and learning cycle. Students celebrated and
participated in various local indigenous activities and multicultural activities including Harmony Day and NAIDOC Week. The K-4 excursion to Byron Bay enhanced their understanding of our local indigenous culture.

Respect and responsibility

During the year, the whole school focused on Personal Development units of work, which developed social skills and respect for the school and community. The school participated in local community events which involved students supporting local fund raising activities and giving of themselves back to the local community.

Students are rewarded at school level for achievements in both class and school. 2009 provided the opportunity for ‘Student of the Week’ and ‘Bus Person of the Week’ to be introduced and successfully coordinated by the SRC.

Other programs

Priority Schools Program

PSP allocations for 2009 have provided the school with increased teacher support resources which have enabled the school to give students increased learning opportunities and intervention.

Students participated in team teaching and small group learning opportunities and individual learning programs which have enabled them to close their achievement gap in literacy and numeracy. Staff planning and professional learning days were held to look at approaches to the whole school teaching of Literacy and Numeracy. The whole school has focused on the improvement of spelling which has been transferred into student writing. The school participated in a Cineliteracy project and produced a seven minute short film for the Lucinda Cineliteracy Project. This gave students the opportunity to develop their writing skills and participate in all aspects of film production from script development to film editing. Many aspects of literacy and numeracy (especially number) were experienced by all students K-6 and participating parents through Maths Days and workshops.

Progress on 2009 targets

Target 1
75% of students achieve stage outcomes in Literacy – Writing with a focus on building knowledge in spelling strategies and the ability to use and transfer correct grammar and punctuation in written tasks.

Our achievements include:
Students in Year 3 performed at Band Level 3 or above. Results were stronger in reading than in writing. Spelling and Language were well above National average. Students in Year 5 performed well above National average in all aspects of Literacy. None were below Band Level 7. Overall spelling results were high in Language but students didn’t perform as well writing. Transfer of knowledge from pictures, diagrams and texts was an area for improvement.

Student writing samples revealed that students were developing sound strategies to seek correct spelling in more complex words. Sentence level structure, grammar and complex punctuation were areas of poor performance.

Target 2
80% of students achieve stage outcomes in working mathematically and space and geometry. Interpreting visual information in mathematics will be a focus.

Our achievements include:
Students in Year 3 performed above National average with no results below Band Level 4. Results were stronger in Number, Patterns and Algebra than Measurement, Data, Space and Geometry. Students in Year 5 performed at a high level in all aspects. Results were all in Band Level 8. Overall results were outstanding although students performed poorly in areas were connections were required between diagrams and texts.

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 2009 our school carried out evaluations of leadership and writing.

Educational and management practice

Leadership

Background

This year Upper Coopers Public School conducted a survey about leadership. They were administered to all families with 95% of families returning the survey.

Findings and conclusions
The results overwhelmingly revealed that parents were positive and extremely satisfied with the level of leadership at the school.

It was clear that parents believe the content of what teachers programmed and taught to their children was important, interesting and very appropriate and that the school was lead with effective and sound management practices.

The vast majority of parents believe their child communicated to their principal regarding learning and issues at the school.

All parents strongly agree that the way in which the school was managed assisted their children with their learning.

It was also clear that the school principal had a good understanding of student individual needs – what he/she can do and needs to learn, and the needs of the school and community.

89% of parents were also of the belief that the school monitors their child’s progress by keeping records of achievements.

Parents are satisfied with the way in which students are given ample opportunities throughout the year to develop their own leadership skills.

Finally most parents believe that the school provides clear information about their child’s achievement through the reporting process and communicates effectively with the community and parent body.

Future directions

The school will continue to provide quality learning opportunities for students and deliver quality outcomes which will supported by effective leadership. The school will continue it’s commitment to the delivery of curriculum that develops each student’s individual needs and interest areas.

Curriculum

English – Writing

Background

This year a survey on learning was conducted. In line with the school’s evaluation Strategic Planning and Evaluation Overview, writing was an area of evaluation for 2009. Surveys were administered to staff, students and the school community.

Findings and conclusions

Parents at the school were very supportive of the achievements of the students with Writing.

The smaller writing groups allowed for a more explicit curriculum to be delivered to students of like ability in writing.

The staff have developed an explicit literacy program and curriculum implementation process.

Staff gained knowledge and skills through professional learning and dialogue.

- Students in Year 3 performed in Bands 3 and above in writing and students in Year 5 performed in Bands 7 and above. Students overall were achieving and performing more confidently in writing.
- Appropriate resources have been established to support reading programs within the school.
- Expectations were raised in all school focus areas and students participation in writing activities showed an improvement.

Future directions

Now that a successful Literacy teaching experience has been established which complements the small school environment it is envisaged that this will remain to allow further development to occur in this area.

Grammar and its implementation will form part of school targets for 2010. NAPLAN data showed a need for a more explicit program in grammar and language development.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2009 the school sought the opinions of parents, students and teachers about the school. Surveys were administered to all families. 95% of families returned the survey.

Their responses are presented below.

Findings and Conclusions:

The survey revealed that the school’s parents were very positive in their opinions regarding school satisfaction.

87% of parents indicated strongly that the school provides sound educational learning with a variety of opportunities to learn from. Parents viewed that staff worked well as a team in achieving a balanced curriculum in all areas while the needs of students were catered for in both the learning and social environment.

95% of parents indicated strongly that the school is a happy place for their children. They viewed
staff as caring and considerate to the welfare of their children. Also staffs are considered approachable with all issues and concerns being dealt with efficiently. In addition the school administrative staff are friendly and encourage parents to feel welcome.

90% of parents were in agreement that communication between school and home was satisfactory with 93% of parents agreeing strongly that the school kept them informed by regular communication.

The positive reward incentives for students to aim for at school were seen as a benefit by 96% of parents. 90% of parents also strongly agreed that the school makes them feel valued and are proud to be involved with Upper Coopers Creek Public School.

Professional learning
Staff participated in professional learning opportunities which were directed from the school targets and school plan.

Staff attended training in the connected classroom. Introduction to Best Start practices were attended by the Principal. Staff participated in Quality Teaching Programs which will continue in 2010. Opportunities were also provided for a staff member in both Visual Arts and Creative Dance. The average number of days of learning was five with a total expenditure of $3298.19.

School development 2009 – 2011

Targets for 2010

Target 1  
To improve student performance in aspects of Literacy K-6 and with a focus on building knowledge in spelling strategies, confidence in the use of grammar, oral language and the ability to transfer knowledge from written texts, pictures and diagrams.

Strategies to achieve this target include:

- To adopt a sequential approach to the teaching of spelling and strategies K-6.
- Develop a whole school Scope & Sequence for the teaching of spelling K-6.
- Learning profiles will be continued for all students and Individual Learning Programs will be implemented to meet the needs of targeted students.
- The school learning support team will develop learning program and access suitable resources and funding for targeted students.
- Continue scope and sequence developed for grammar and support classroom reading resources.
- Resources will be purchased to ensure that and effective home reading program is implemented.
- Parents will have the opportunity to participate in home reading workshops and a School brochure on reading with your child at home will be developed.
- Teachers will develop strategies which support a more critical literacy approach to reading with the intention of students becoming more confident in the transfer of knowledge from both visual and written texts.

Our success will be measured by:

- All students Years 1-6 to achieve growth in spelling knowledge, grammar and punctuation in written tasks.
- Best Start assessment practices initiated and in place for Kindergarten students.
- Student results in South Australian Spelling Assessment will show improvement.
- NAPLAN Results will display an improvement in both Literacy and Numeracy.
- PSP/STLA will be employed to implement Individual Learning Profiles and programs.
- PSP/STLA will be employed to develop and co-ordinate programs for Stage focus groups.
- Students will receive quality take home readers at their appropriate reading level.
- Parents will use resources developed to support their children at home with the home reading program.
- Students will become more familiar with accessing texts and visual literacy with an increased understanding of literacy aspects involved.

Target 2  
To improve performance in Numeracy K-6 through a focus on real life mathematical experiences, developing student confidence in mathematical literacy and the transfer of knowledge from abstract to concrete as represented in pictures and diagrams.

Strategies to achieve this target include:

- To continue a sequential approach to the teaching of Mathematics and develop a scope and sequence K-6.
• Teaching and learning will focus on students verbalising mathematical processes to consolidate understanding.
• Various forms of learning experiences will be developed with the intention of transferring information from diagrams and pictures.
• A learning profile will be continued for all students and Individual Learning Programs will be implemented to meet the needs of targeted students.
• The school learning support team will develop learning program and access suitable resources and funding for targeted students.
• Appropriate resources will be purchased to ensure the effective implementation of the mathematics program K-6.
• Our success will be measured by:
  • NAPLAN results show growth in student’s skills in working mathematically and space and geometry.
  • Best Start assessment practices in place for Kindergarten students.
  • Results in content areas will improve from pre-tests given at the beginning of the year.
  • BST Results will display an improvement in both Numeracy and problem solving strategies.
  • Students will be able to verbalise mathematical processes used for problem solving.
  • Students will make connections between real life situations and mathematical processes.
  • PSP/STLA will be employed to implement Individual Learning Profiles and programs.
  • PSP/STLA will be employed to develop and support Stage learning focus groups.

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.

Jennifer Cason - Principal
Sue Somerville - Teacher
Mary Walker - Teacher
Desley Watterson – School Administration Manager
Janet King – P&C President
Zoe Retsnik – Student Representative

School contact information

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Upper Coopers Creek 2480
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Fax: 02 66882150
Email: cooperacrk-p.school@det.nsw.edu.au
Web: www.cooperscrk-p.schools.nsw.edu.au
School Code: 3760

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: