Upper Coopers Creek
Annual School Report
Students

In 2011 there were a total of 15 students at the school. Overall there were 10 girls and 5 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 2011 a focus on the learning support of students was continued using the Priority Schools Program (PSP) initiative. This enabled a teacher to be employed to support student learning through both team teaching and identified group and individual programs.

All students were involved in a Cineliteracy project. Senior students scripted and with the younger students produced a short film titled “Almost Nearly Not”. As a result students attended the Lucinda Awards and viewed their movie as well as other schools.

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

Students in Year 6 travelled to Sydney and Canberra with Lismore South Public for a major excursion. While on this trip they participated in a variety of educational programs focused on Australia’s history, culture and heritage.

Student achievement in 2011

In 2011 two students in Year 5 completed the NAPLAN test. There were no Year 3 students at Upper Coopers Creek during 2011.

Due to the small number of students sitting the NAPLAN results can only be discussed in general terms.

Principal’s message

At Upper Coopers Creek students have access to a range of opportunities that develops their academic, social, artistic and sporting abilities. As part of the First North Learning Community of schools all students are catered for through a variety of challenging activities.

During 2011 teaching and learning was strengthened through the installation of an interactive whiteboard in the classroom.

Our school values the support and contributions of parents and community members. We have a strong and vibrant P & C who regularly support students and staff assisting with the cost of excursions and school equipment.

In 2011 I continued as relieving Principal and in November I gained permancy after being successful at merit selection.

Upper Coopers Creek has had a successful year and we look forward to the challenges of 2012.

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.

Sharon Turner
Principal

P & C and/or School Council message

The P & C had a very busy year with fundraising at the Byron community Market, catering for the Eureka sport day, Federal Film Night and the Bunnings BBQ. Through these activities we raised over $3,000 for our school. This money has been put towards a variety of activities and school infrastructure. We would like to thank all the school community, staff, students, parents and volunteers whose contributions help bolster the community value of UCC Public School. We look forward to more successful events in 2012.

Janet Walker
P & C President
### Student representative’s message

The Student Representative Council (SRC) involved students from Stage 3 being elected as class representatives. Students met with the Principal throughout the year to organize events for some organisations such as Australia’s Biggest Morning Tea and the Rural Fire Service. The SRC also hosted a second hand book auction during Book Week. Funds were used to purchase a new book for the library.

### 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.5</td>
<td>83.3</td>
<td>76.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.5</td>
<td>90.8</td>
<td>91.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>83.3</td>
<td>na</td>
<td>93.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

The class operated as one group K-6 with the division of Stage groupings when the 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>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 Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</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</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Upper Coopers Creek has no indigenous staff who worked at the school during 2011.

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>100%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51,396.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>36,571.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19,762.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5,490.00</td>
</tr>
<tr>
<td>Interest</td>
<td>2,718.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,714.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>117,652.46</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>9,392.19</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,014.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,233.66</td>
</tr>
<tr>
<td>Library</td>
<td>354.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>22,450.14</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,453.78</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13,803.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,332.19</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3,991.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,246.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,134.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>72,406.20</td>
</tr>
</tbody>
</table>

Balance carried forward     | 45,246.26  |
A full copy of the school’s 2011 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 2011

Achievements

Arts
The end of year school concert continues to be the major performance of the year. We were taken back to medieval times with our play “The Knights of the Lost Table”. All students had a role to perform; singing, dancing and some playing instruments. Our concert is well supported by school and community members.

Students participated in a range of artistic endeavours during 2011. In term 2 the whole school participated in the Lismore Lantern Parade. Students made individual lanterns which were colourful and impressive.

Four students performed in a small schools dance group at the Lismore Performing Arts Festival.

Three students attended the Creative Arts Camp at Lennox Head developing their skills in dance, music and cineliteracy.

Sport
At the Eureka Sports Carnival we were very successful in gaining 3 first places in age races and 2 first places in relays. As a result our senior relay team were successful at the Zone Athletics Carnival. They further progressed to the State Athletics Carnival in Sydney which was a wonderful experience for a small, rural school.

The Cross Country was held at Rosebank and all students competed to the best of their ability. One student progressed to the Zone Cross Country held at Yamba.

Our Swimming Carnival was held at Alstonville Swimming Pool and one student progressed to the Zone carnival.

During Term 4 students in Years 1, 2 and 4 participated in the Swimming Scheme held at Mullumbimby Swimming Pool. Years 5 and 6 combined with Goonengerry to attend a surfing school held at Byron Bay.

Students in Years 4, 5 and 6 combined with Goonengerry Public School to participate in weekly team sporting activities.

Other
Education Week was celebrated with a Clubs Day. Many parents volunteered to share their skills. Activities included knitting, tye dying, gardening and environmental games. The cooking group prepared lunch for everyone.

While Year 6 were in Canberra the remaining students enjoyed a camping excursion in the school grounds. Some activities included, environmental walks in the local National Park, cooking and singing in the evenings.

All students participated in the Premier’s Reading Challenge

Academic
As part of the First North Learning Community of Schools, students engaged in some challenging activities. These included a Higher Order Thinking day focused on problem solving and working with a published author to produce a short story.

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.

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**

There were no Year 3 students at Upper Coopers Creek during 2011.

**Numeracy – NAPLAN Year 3**

There were no Year 3 students at Upper Coopers Creek during 2011.

**Literacy – NAPLAN Year 5**

Two students in Year 5 completed the NAPLAN in 2011. Due to the small number of students sitting the NAPLAN results cannot be discussed maintaining confidentiality for the students involved.

**Numeracy – NAPLAN Year 5**

Two students in Year 5 completed the NAPLAN in 2011. Due to the small number of students sitting the NAPLAN results cannot be discussed maintaining confidentiality for the students involved.

**Progress in literacy**

![Average progress in Reading between Year 3 and 5](image)

**Progress in numeracy**

![Average progress in Numeracy between Year 3 and 5](image)

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education was integrated via the adopting of Aboriginal Perspectives through the scope and sequence of Human Society and its Environment (HSIE).

Short stories were read daily reflecting on the life of Aboriginal people from the text ‘Stradbroke Dreaming.’

A Welcome to Country continues to open school assemblies.
Multicultural education

Lessons reflect the multicultural nature of our society and of our local region.

Our school celebrated Chinese New Year in January. Students researched the significance of this special celebration and made various artworks. Students also dressed in colourful outfits and enjoyed a Chinese banquet prepared by our parents.

Other programs

In 2011 a focus on the learning support of students was continued using the Priority Schools Program (PSP) initiative. This enabled a teacher to be employed to support student learning through both team teaching and identified group and individual programs.

Progress on 2011 targets

Target 1

Improved outcomes in Literacy with a focus on writing and developing knowledge of spelling strategies.

Our achievements include:

- Completion of professional learning including Prioritising Grammar.
- Purchase of interactive software such as Spellodrome which allows students to progress at their individual level.

Target 2

Improved outcomes in Numeracy with emphasis on the number strand and measurement.

Our achievements include:

- Implementation of Fast Maths into the daily Maths lesson focusing on speed and automaticity with number facts across all operations.
- All staff follow the North Coast Mathematics Scope and Continuum when planning.
- Purchase of Interactive software such as Mathletics which allows students to progress at their individual level.

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 2011 our school carried out evaluations of parent’s perception of student learning.

Educational and management practice

Mathematics

Background

2011 saw the introduction of programming following the North Coast Mathematics Scope and Continuum. Review of the approach to teaching Mathematics has been necessary to improve our general performance and NAPLAN results.

Findings and conclusions

- A need to streamline maths assessment.
- Count Me In and Count Me In Too strategies not being used in the classroom.
- Our NAPLAN results reflect poor understanding of concepts across several strands but particularly working mathematically and understanding the question.

Future directions

- Continued use of Fast Maths in the daily Maths lesson which increases speed and automaticity with number facts across all operations.
- SENA 1 and SENA 2 introduced for assessment of students in number.
• CMI and Count Me In Too (CMIT) strategies implemented into the classroom.
• 2012 will see a focus on the number strand and thinking mathematically.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Most parents felt that the classroom was an interesting place for their children to learn.

All parents felt that their child had access to good equipment that helps them learn.

There is a good balance of independent and group learning activities.

The learning opportunities are provided within a stimulating and secure environment.

There is sufficient training and professional development within the faculty.

Professional learning

Throughout 2011 staff engaged in a wide range of professional learning activities including; Smart Data Analysis, Budget and Finance courses, 7 Habits of Highly Effective People, Prioritising Grammar and the Principals Conference.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Literacy: Students will demonstrate achievement and growth as they progress along the Literacy Continuum.

2012 Targets to achieve this outcome include:

• Focus on increasing knowledge of spelling rules and comprehension.
• Implementation of Higher Order Thinking practices embedded in teaching programs increasing delivery of quality teaching pedagogy.
• Improved results in NAPLAN particularly in writing and comprehension.

Strategies to achieve these targets include:

• Explicit teaching in all areas of comprehension. New resources to be purchased if required.
• Individual learning plans developed for students experiencing difficulty in the classroom.
• Weekly explicit teaching of spelling rules across all stages.
• Utilise Regional personnel to up-skill staff on current trends in the teaching of Literacy.

School priority 2

Outcome for 2012–2014

Numeracy: Students will demonstrate achievement and growth as they progress along the Numeracy Continuum.

2012 Targets to achieve this outcome include:

• Develop students confidence and ability with problem solving.
• NAPLAN results show growth across all concepts particularly working mathematically and fractions and decimals.

Strategies to achieve these targets include:

• Teaching programs reflect explicit teaching in line with the North Coast Mathematics Scope and Continuum.
• Individual learning plans developed for students experiencing difficulty in the classroom.
• Professional learning with the First North Learning Community focusing on the Balanced Numeracy Session and watching and critically evaluating numeracy sessions.
• Teachers use a balanced numeracy session incorporating an explicit statement of lesson achievement (WILF) and the use of Newman’s Analysis prompts.

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.

Sharon Turner                Principal
Sue Sommervelle          Teacher
Leisa Brett             Relieving School Administration Officer
Janet King                         P & C President

School contact information
Upper Coopers Creek Public School
Upper Coopers Creek Road
Upper Coopers Creek    2480
Ph: 0266882128
Fax: 66882150
Email: cooperscrk-p.schools.det.edu.nsw.au
Web: [Enter here.]
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: