School context statement

Conargo Public School is located 35km north of Deniliquin and caters for a diverse range of students from Kindergarten to Year 6. It is a small rural school that serves the surrounding areas of Conargo as well as providing an alternative for students who can travel from Deniliquin. The school’s motto of ‘Consideration and Perseverance’ guides the learning of all students. Students are encouraged to achieve their personal best in academic, social, sporting and cultural areas. The needs of individual students are catered for by a more tailored learning environment through the use of quality teaching.

Principal’s message

The start of 2014 was the beginning of my role as acting Principal. Although it was a challenge, I was aware of the workings of the school by being the K-2 teacher for past seven years. Ruth Landale joined the team and was able to bring new ideas and enthusiasm to the 3-6 classroom. She is a beginning teacher who brought with her many life skills and this made the change of staff a very smooth process. We also welcomed our biggest Kindergarten class in many years and this gave the playground a lively feel.

Throughout the year students were involved in many sporting activities as well as undertaking individual learning tasks such as the Spelling Bee. Eleven students went on to the Riverina level in Athletics.

The P & C continued to support the school through a variety of activities including a day trip to Bendigo to see a theatre production of The Gruffalo and a visit to “Science Works”. This was one of the many highlights of the year with parents having the opportunity to join us. Parents also attended working bees, fundraised and drove buses.

We have a very dedicated staff including a number of SLSOs and this has meant that the school is a cheerful and professional workplace. All SLSOs were involved in an intensive re-training program aimed at extending a number of students who are gaining the benefits of the new programs.

It was a very exciting year and I thank all the staff for their commitment to making Conargo Public School a great small school with so much to offer.

Ms Christine Smith Relieving Principal

P&C’s message

On behalf of the members of the Conargo Public School Parents and Citizens Association, it is my pleasure to present the annual summary of financial income and expenditure for the 2014 school year.

This year saw an income of $8,440.00 generated and associated expenditure of $7,050.00.

Once again, school contributions to excursions reduced the cost for students to participate. They totalled $1,000.00 and the cost of buses for school use came to $400.00.

Other expenditure incurred during the 2014 school year was associated with the:
- P&C Welcome Barbeque;
- Working Bee and Sausage Sizzle;
- Donation to Stewart House;
- Mother’s Day Market;
- Cost of Art Supplies for the Grandparents Day Activities;
- Canteen Days;
- Melbourne Cup Day Luncheon and other Event Catering Days;
- EBM Student Insurance;
- New Kinder L3 Readers;
- P&C Affiliation Fees;
- Audit Fees;
- Bendigo Bank Grant for the Artworks; and
- Bendigo Excursion to Gruffalo/the Discovery Centre, which came to a total of $1,700.00 alone.

With respect to P&C income, there were a number of events and activities that provided the revenue to enable Conargo Public School to provide its students with a range of opportunities.

The P&C undertook:
- Cake Stalls and Raffles
- Catering for the:
- Department of Primary Industries;
- PSAA, AFL and Netball Gala;
- Rural Fire Service; and
- AgInspirations Camp.
- Canteen Operation;
- A Stall at the Conargo Mother’s Day Market and Father’s Day Market; and
- DVD Sales of the 2013 School Presentation Night Concert.
In conclusion, I would like to thank the past and current Conargo Public School P&C members, all of the teaching and support staff, and each parent and volunteer who has supported Conargo Public School in 2014.

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

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<thead>
<tr>
<th>Gender</th>
<th>2008</th>
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Student attendance profile

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Workforce information

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

Conargo School has two full time teachers which includes a teaching principal. As well as one part-time teacher, an administration manager, three part time and two full time school learning support officers and a part time general assistant.

Workforce composition

<table>
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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher Librarian</td>
<td>.084</td>
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<td>School Administrative &amp; Support Staff</td>
<td>.916</td>
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<tr>
<td>Total</td>
<td>3.252</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Conargo School has currently no Aboriginal staff employed.

Teacher qualifications

All teaching staff meets 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>
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</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff at Conargo Public school participated in Professional Development. The Principal attended a number of beginning Principal sessions and the annual Principal’s Conference in Moama. Both the SAM and Principal attended the Strategic Financial Management and Core Financial Literacy for NSW in preparation for the upcoming new accounting system.

All teachers completed the On-line Training for Disability Standards for Education for a better understanding of NSW Policies.

All staff attended a combined schools development day in Deniliquin where SLSOs, SAMs and teachers focused on topics relevant to their situation. Staff also attended an in-service by the AP for learning, Dan Kettels. He talked about the new learning program for a number of students with particular learning difficulties.

Beginning Teachers

Conargo School has no permanent beginning teachers employed.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward $137065.96
Global funds 54564.78
Tied funds 184350.10
School & community sources 25428.08
Interest 4367.04
Trust receipts 422.00
Canteen 0.00
Total income $406197.96

Expenditure
Teaching & learning
Key learning areas 8525.15
Excursions 20296.28
Extracurricular dissections 2090.38
Library 1634.09
Training & development 2245.30
Tied funds 159315.82
Casual relief teachers 3274.28
Administration & office 15207.48
School-operated canteen 0.00
Utilities 7652.53
Maintenance 8424.12
Trust accounts 537.65
Capital programs 0.00
Total expenditure $229203.08

Balance carried forward $176994.88

A full copy of the school’s 2014 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 2014

Conargo, Mayrung and Blighty Small Schools all work together to plan and organise many special activities. All teachers attended network meetings to share and assist with programming and planning to enhance the learning for all students. The schools participated in a number of activities which included excursions to Canberra, Beechworth and Kyabram, a variety of different sporting carnivals and musical and drama performances. The end of year day to Echuca is always a highlight with students relaxing and enjoying the companionship of their peers from the other small schools.

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)

NAPLAN Year 3

In 2014 two Year 3 students sat the NAPLAN test. With such a small sample of students, detailed analysis of results cannot be provided. However, all students tried their best and we are very proud of their results.

NAPLAN Year 5

In 2014 three Year 5 students sat the NAPLAN test. With such a small sample of students, detailed analysis of results cannot be provided. However, all students tried their best and we are very proud of their results.

Best Start

All new Kindergarten students were tested using the Best Start resource in the first three weeks of school. This information was then used to guide the teacher and help place them on the Literacy and Numeracy continuum. Their growth is then monitored each term and parents are given feedback.
Other achievements

CAPA

Each year we try to attend a theatre production and this year we travelled to Bendigo to watch the Gruffalo come to life.

Students were entertained by a Tony Bones production of the Children’s Book Week book “A Windy Farm”. The actors change into a variety characters and incorporate puppets into the production.

Two girls attended the Aspire Me Art Camp at the end of the year and were lucky enough to learn about specialized art techniques such as print making and book binding.

Conargo performed an end of year play this year for the first time in a number of years. The whole school was involved in presenting “Snow White” from Roahl Dahl’s Revolting Rhymes. The costumes and acting were outstanding and parents, family and community members enjoyed watching this final production.

Sport

Conargo School has a long and proud history of sporting achievements, but more importantly we have developed a culture of participation, personal best and cooperation through our sporting activities. The students engage in a variety of weekly fitness and sporting activities in order to encourage a healthier and more active lifestyle.

In 2014 thirteen students were successful in representing our school in district and regional carnivals and at cricket, AFL and netball interschool competitions.

- Ella Mullins in athletics and netball
- Tim McDonnell in athletics, AFL and cross country
- Jack King in athletics
- Shaun Douglas in athletics
- Dan James in athletics and cross country
- Tic O’Toole in cross country
- Sofie Imhoff in athletics, swimming, cross country and cricket
- Will Bull in athletics, swimming, cross country and cricket
- Angus Knox in cross country and cricket
- Trae Doidge in athletics
- Kasey Griffiths in athletics
- Koby Allitt in cross country

Conargo School congratulates all our students on their sporting achievements.

Spelling Bee

Elise Linder-Mason represented the school at this year’s Premier’s Spelling Bee in Deniliquin. Congratulations to Elise for making it to the second round.

Student Leadership

Students in Year 5 were paired up with a new kinder buddy during our kinder orientation program in term 4. Our year 6 students also participated in a leadership training day in Deniliquin where they learnt many new life skills.

Fire, Police and Life Education Van

The Fire Brigade and Police visited the school during terms 1 and 2 to demonstrate their equipment, trucks and vans. They also spoke to the children about stranger danger and the importance of a fire plan. Students had the opportunity to look inside the vehicles and use the fire hoses. The Life Education Van also visited the school. Students couldn’t wait to see Healthy Harold!

Special Charity Days

Students were involved in a variety of fundraising days including Crazy Hair Day (Cystic Fibrosis) Jean 4 Genes Day (Children’s Medical Research) and our special save the Orangutan Day. Students also dressed up for book week and had an Easter
Hat parade with many parents and grandparents attending.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Aboriginal perspectives are integrated across all curriculum areas. This helps develop positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia.

Each year our Indigenous students have the opportunity to attend the Proud and Deadly Awards held in Deniliquin. Jamahl Wilson received an award for improvement in literacy. Students also attended the Traditional Indigenous Games in Shepparton with students from the surrounding districts.

**Multicultural education and anti-racism**

Multicultural issues and perspectives are taught in all curriculum areas. The emphasis is on developing an understanding of culture and the appreciation of difference. All students participated in Harmony Day where they learnt about four different countries, cultures and beliefs. This culminated in cooking food from each country and sharing it with their classmates. This was highly successful and thoroughly enjoyed by all students and staff.

**Personalising learning and support for students with additional educational needs**

All Conargo teaching staff completed the on-line training for the Nationally Consistent Collection of Data on school students with disability. We also reviewed the techniques that we had been using and implemented a new system of errorless teaching. This means that students who struggle with mainstream learning have individual specialised teaching programs. Multi-Lit also continues to be used as a supplementary teaching aid.

**Aboriginal background**

An extra SLSO was employed part-time to provide assistance to Aboriginal students in both Literacy and Numeracy. A variety of teaching resources was also purchased to help support these students.

**Socio-economic background**

Conargo Public School is able to support many students with funds received through this allocation. We were able to assist families purchase school uniforms, attend excursions and special art camps. These funds also help to subsidise the Healthy Harold program and transport to various sporting events. This has made for an inclusive culture across the school where all children are able to attend a variety of events.

**Other significant initiatives**

**Student Wellbeing**

Teaching the How2Learn program was continued across the school through the Peer Support program. Students are given awards for demonstrating the weekly habit and for showing leadership.

Each year an anti-bullying refresher course is run in peer support. This gives the students an understanding of what constitutes bullying and strategies they can use to stop it. This is a lifelong skill that the teachers and staff are very passionate about.

Year five and six students run assemblies each morning as well as the Friday awards assembly. These students are expected to demonstrate leadership and community spirit throughout the school. They also play a significant role in the end of year presentation night which makes our small school special in that all senior students are given leadership opportunities.
Active After School Sport

This was the last year that this initiative was funded throughout NSW. Conargo School had been an active participant in this program since the beginning and this has meant that students have enjoyed learning about and participating in a vast array of sports that they normally might not experience. It has also meant that sporting equipment was purchased to compliment the sports and now we have a very extensive range of varied sporting equipment. In 2014 students learnt karate, tennis, cricket and gymnastics.

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:

- Staff met monthly to evaluate the targets
- Parents were consulted during P & C meetings and their survey results were evaluated

School priority 1

The majority of students will achieve outcomes at their appropriate stage level in reading.

Outcomes from 2012–2014

Most students have reached their reading stage level across the school.

Evidence of achievement of outcomes in 2014:

- L3 results showed an improvement in Kindergarten reading level at the end of 2014

School priority 2

To increase student performance of the numeracy strand with focus on number.

Outcomes from 2012–2014

Ongoing continued improvement is needed in this area to reach our target. A number of reasons contributed to this outcome due to changes in teaching staff and the implementation of the new curriculum.

Evidence of achievement of outcomes in 2014:

- NAPLAN results have not shown a significant improvement
- School based assessments have improved slightly
- Most students completed standard levels in Mathletics

Strategies to achieve these outcomes in 2014:

- More professional learning is required for teaching staff
- Classroom resources need to be more organised and easily accessible to staff
- The Count Me in Too program needs to implemented in the classroom on a regular basis

School priority 3

To improve student engagement in learning through quality teaching practices.

Outcomes from 2012–2014

Students have shown a continued improvement in using a variety of strategies to improve their engagement in learning activities.

Evidence of achievement of outcomes in 2014:

- Students were more engaged in the classroom
• Less behavioral issues were recorded on the tracking sheet
• Students were able to incorporate the How2Learn strategies into daily lessons

Strategies to achieve these outcomes in 2014:
• Staff implemented new strategies learnt through various professional development sessions to engage student in the classroom
• Anti-Bullying programs were taught on a regular basis
• Weekly peer support lessons focused on How2Learn habits

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• All parents who returned their survey were satisfied with the directions the school has achieved
• Students were happy with classroom activities and teacher dedication
• Staff were given the opportunity to discuss any issues and concerns regarding the daily running of the school

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The focus that Conargo Public School would take over the next three years was decided through consultation with the P and C members, teaching and support staff input and consultation with the small schools network. We have three major areas and within each of these directions a number of process to achieve them. The milestones will be smaller yearly indicators that show we are on target and if any changes need to take place.

The three directions for Conargo Public are Collaborative Partnerships, Engaged Learning through Quality and Innovative Opportunities and Quality Teaching and Leadership.

The purpose of Collaborative Partnerships is to enhance the partnerships with the staff, students and community based on trust and respect. Engage in meaningful communication so that all members of the school feel valued and empowered. Partnerships are strategically established to address identified student needs.

The purpose of Engaged Learning through Quality and Innovative Opportunities is to ensure that all students are successful, self-reflective, engaged and taking responsibility to reach their learning potential. They show growth and development through various and innovative learning experiences. Staff members are committed to encouraging and extending students by researching opportunities that will benefit all students.

The third purpose for Quality Teaching and Leadership is to enrich curriculum programs and teaching practises that effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovation. The school leadership team makes strategic use of its partnerships and resources to improve the school’s standing within the community.

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.
Ms Christine Smith - Acting principal
Mrs Kerry Rose - SAM
Mrs Ruth Landale - Classroom teacher
Miss Avril Robertson - Classroom teacher

School contact information
Conargo Public School
Conargo Road
Conargo NSW 2710
Ph: 03 58846624
Fax: 03 58846736
Email: Conargo-p.school@det.nsw.edu.au
Web: Conargo-p.school@det.nsw.edu.au
School Code: 1606

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:

Easter Hat Parade
Harmony Day
Book Week
Grandparents Day