School context

Condong Public School is a small rural school that enjoys a strong sense of partnership with the community it serves. In 2013 the school’s sixty-two students were organized into three multi age classes. The school is well resourced and teachers are committed to working with parents to assist all students achieve their full potential.

Principal’s message

Condong Public School, on the banks of the Tweed River, has a proud academic record and a strong and successful sporting tradition.

The school’s purpose is to provide quality teaching and learning opportunities that will assist students achieve their full potential in the areas of intellectual, social, emotional and physical development. Our dedicated and experienced teachers effectively implement a full and challenging curriculum. Teachers hold high expectations for all students and are committed to providing a caring, supportive and safe environment based on mutual respect and tolerance.

The school’s welfare and discipline policies are designed to make students responsible for their own behaviour. A strong and meaningful partnership between the school and home is valued and fostered by the school.

In 2013 the Condong School celebrated 125 years of service to the local community, a remarkable achievement for a small country school. The 125th anniversary celebrations were a great success with approximately five hundred people attending the daytime activities at the school and nearly two hundred people participating in the reunion dinner.

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.

Terry Timms.

P & C message

The 2013 Condong P & C committee is made up of a small number of parents who work in cooperation with the staff and school community to promote the interests of the students and school as a whole.

Our small school has always been renowned for families and caregivers supporting our P & C in all aspects, from donating raffle items and purchasing raffle tickets to baking cakes and working or ordering at the P & C canteen. Doing all these things cost our families time and money. We take great pride in being able to show you how that wonderful support has been utilized.

The P & C has been instrumental in supporting the purchase of acoustic wall carpet in the middle classroom, subsidizing the school gymnastics program and in offering both financial and committee support for the school’s 125th anniversary celebrations. The P & C has given monetary encouragement awards to assist with travel costs for students who achieve success at PSSA sporting events. We have made a donation to the fabulous story dogs program that our students love and every year we hold a P & C end of year barbeque for the families of our school. All of this could not have been possible if it wasn’t for the hard working committee members and the outstanding efforts of all the volunteers that help make up our school community.

As the P & C President, I would like to thank the executive committee for their wonderful support and tireless efforts this year. On behalf of the committee, I thank the wonderful staff of Condong Public School for working with us as a team. We would especially like to thank Mr Terry Timms who not only supports our P & C but welcomes and encourages any ideas or input we may have for our school. With the announcing of his retirement in 2014, the Condong P & C wish to thank him for his support and contributions to the school and wish him every happiness for a wonderful retirement.

To all the families, friends and caregivers that have helped make this year so wonderful, I give my heartfelt thanks to each and every one of you. 2013 has been a most successful year.

Lynette Bendl, President.
Student representative’s message

Our Student Representative Council (SRC) for 2013 was made up of our democratically elected Captains, Hayley Bendl and Matthew Partridge, our Vice Captains, Chelsea Watts and Adam Partridge and representatives from each class.

Class representatives were Hannah Carmody, Bianca Dixon, Krystal Payten, Shania Payten, Kate Skee, Aiden Cole, Jordan Evans, Will Ross-Hughes, Reece Wright, Sarah Hall, Ella Larkin, Eleesha Taylor, Abby Grace, Kalahni Everingham-Mills, Lahlia Everingham-Mills, Ryan Grace, Kailah Batchelor and Lara Byrne. The SRC met with our Principal, Mr Timms, at least once each term.

Students in Years 5 and 6 also took on a number of responsibilities as monitors to help the school run smoothly.

Activities initiated and supported by our SRC in 2013 included; student run mini-fete to support fellow students travelling away to represent our school, World Vision 40 Hour Famine, bandannas sold to support CanTeen and worm juice sales from the school’s worm farm.

Hayley Bendl and Matthew Partridge.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>37</td>
<td>35</td>
<td>33</td>
<td>29</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Female</td>
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<td>37</td>
<td>33</td>
<td>32</td>
<td>39</td>
<td>33</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>93.9</td>
<td>89.9</td>
<td>94.3</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.9</td>
<td>96.0</td>
<td>94.2</td>
<td>90.2</td>
<td>94.6</td>
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<tr>
<td>2</td>
<td>97.6</td>
<td>89.7</td>
<td>96.5</td>
<td>95.8</td>
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<td>3</td>
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<td>95.3</td>
<td>98.7</td>
<td>95.6</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.6</td>
<td>94.4</td>
<td>96.9</td>
<td>97.8</td>
<td>97.4</td>
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<td>92.3</td>
<td>95.5</td>
<td>93.0</td>
<td>97.3</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.9</td>
<td>94.1</td>
<td>94.3</td>
<td>95.8</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.4</td>
<td>95.6</td>
<td>94.5</td>
<td>95.1</td>
<td>95.9</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Unexplained and regular patterns of non-attendance are detrimental to student progress. The school will attempt to resolve the issue through discussion and the provision of appropriate support. If the issue is not resolved the matter is referred to the Home School Liaison Officer (HSLO).
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.294</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.200</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>5.068</td>
</tr>
</tbody>
</table>

Two Student Learning Support Officers (SLSO) are employed to support students with disabilities.

Teacher qualifications

All teaching staff meet the professional requirements for teaching 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>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>93358.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>71261.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>68520.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>26261.05</td>
</tr>
<tr>
<td>Interest</td>
<td>2995.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15162.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>277558.24</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

Balance carried forward             | 78078.97 |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 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 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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

School Based Assessment

Teachers use standardized testing in reading and spelling at the beginning of each year to establish student benchmarks and to inform appropriate teaching programs. Follow up testing at the end of the year allows teachers to analyse individual and class progress and growth.

Weekly testing in maths and spelling and regular reading assessments compliment half yearly and end of year assessments of student progress.

Teachers, parents and students (where appropriate) meet in term one to develop a personalized learning plan to cater to each student’s strengths and weaknesses.
Other achievements

Arts

Condong Public School values the arts and promotes student involvement and skill development in both the visual and performing arts. The school’s focus on the arts in 2013 included:

- Three students auditioned and were accepted into the Tweed small schools’ choir where their efforts culminated in a performance at the Sydney Opera House.
- All students created an entry in the 2013 Les Peterkin Portrait Prize for Children with six of our students being awarded prizes or certificates. The whole school enjoyed a visit to the Tweed Regional Art Gallery to view winning entries.
- Three gifted and talented students attended the three-day Art Smart visual arts workshop.
- Our students enjoyed a matinee performance of drama and music at Murwillumbah High School’s celebration of the arts.
- All students attended a school matinee of the Murwillumbah Theatre Company’s performance of ‘Wind in the Willows’.
- Three of our students participated in the Indigenous dance group project.

Sport

The school and the community it serves value the role sport plays in our society. The school’s two-pronged approach focused on both skill development and participation. Highlights of 2013 included:

- Yellow House won the 2013 school swimming carnival, eight students qualified for the district swimming carnival, six students qualified for the far north coast swimming carnival, two students qualified for the north coast carnival and one student represented Condong at the State championships in three events.
- Skill development workshops in cricket, rugby league and soccer were conducted at Condong during 2013.
- All students enjoyed their participation in a ten pin bowling skills program.
- Green House won the 2013 cross country trophy with twenty students progressing to the district and seven students to the far north coast carnival. Two students made it through to the north coast cross country carnival.
- Green House was the champion house at our school’s 2013 athletics carnival.
- At the Tweed small schools’ athletic carnival seven students qualified for the district carnival, three students qualified for the far north coast carnival and two students progressed to the north coast carnival.
- All students enjoyed participating in a gymnastics program covering the six dominant movement patterns.
- At the small schools’ ball games carnival Condong was the runner up in both senior and junior division A. Our sub junior ball games team and our senior tug-o-war team were the 2013 champions.
- Participation in the special swimming scheme resulted in twenty-five of our students developing competence and confidence in their ability to swim.

Other

Community Involvement

Parents as partners - Our Parents as Partners program has resulted in eight parents and community members assisting our learning and support teacher (LaST) in providing educational support to students in need.

Banana festival - With the support of the Condong Sugar Mill and our school community, Condong Public School once again organized a float in the local banana festival parade. Thirty students with staff and parents thoroughly enjoyed travelling through the streets of Murwillumbah dressed as their favourite “Once Upon A Time” characters.

Reading dogs – A wonderful volunteer and her dog ‘Candy’ supported our reluctant readers in the junior classes.
Significant programs and initiatives

Aboriginal education

Students at Condong Public School develop an awareness of Aboriginal history, culture and contemporary Aboriginal issues through our Human Society and Its Environment (HSIE) curriculum.

Our weekly school assembly and special community celebrations are marked by an acknowledgement of country delivered by our student leaders and a plaque acknowledging the Bundjalung people as traditional custodians of the land the school is built upon is displayed in the garden near the school entrance.

In 2013 students enjoyed National Aboriginal and Islander Day of Celebration (NAIDOC) with a performance by the Korekek dance troupe from Kingscliff High School. As well as performing traditional dance, our visitors ran a dance workshop for our students. Our student representative council (SRC) also sold cultural respect wristbands.

Multicultural education

The study of Human Society and Its Environment (HSIE) allows the school to provide a multicultural perspective, increasing our students’ awareness and appreciation of the cultural diversity of our society. Our student welfare program fosters students’ appreciation of the value of cultural diversity and tolerance that underpins our society.

In 2013 all students entered the international competition for schools conducted by the Country Women’s Association. The country studied was Morocco and our students took out all places in the four sections of the local competition. At the far north coast level our students achieved a 1st place and a highly commended.

National partnerships and significant Commonwealth initiatives

In 2013 Condong Public School was selected to participate in the Improving Literacy and Numeracy National Partnership (ILNNP).

All staff were involved in professional learning around the ‘super six comprehension strategies’ and some staff participated in professional learning in the Multilit reading tutor and the language learning and literacy (L3) programs.

Appropriate resources to support student growth in reading and text comprehension were purchased and used across the school.

All teaching staff displayed much improved familiarity with the literacy continuum. Benchmark and follow up testing of students showed improved literacy outcomes for targeted students.

Student welfare

The school’s student welfare and discipline policies are designed to make students more responsible for their behaviour. Positive behaviour is acknowledged and celebrated while students are made fully aware of the consequences of negative and unacceptable behaviour. Our anti-bullying program aims to empower students to stand up for themselves as well as articulating clear and concise avenues of support.

Students in years 5 and 6 are given meaningful roles and responsibilities in a very successful monitors program.

Year 6 students were given a buddy in kindergarten to look after and watch over.

Our weekly school assemblies were well run by senior students who also took on the responsibility of running our schools’ formal ANZAC and Remembrance Day services. The school participated in the 2013 ANZAC Day march and service at Murwillumbah.

Environmental education

Environmental education is highly valued at our school with students actively involved in practical environmental projects. In 2013 students developed and managed class gardens producing a variety of vegetables and flowers. Suitable food scraps are collected to maintain the school’s worm farm and the resulting ‘worm juice’ is sold in labelled bottles to the local community.

Recycling and reduced energy consumption are actively encouraged and supported by bin and energy monitors.
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:

- School based and external student assessment data (NAPLAN) is collated and analysed to inform school planning.
- Discussions at regular staff meetings and P&C meetings provide opportunities for all members of the school community to be involved in implementing and evaluating the school plan.
- In 2013 students were surveyed about their attitudes to the teaching of personal development, health and physical education (PDHPE) at Condong Public School.

School planning 2012—2014: progress in 2013

School priority 1
Maximise student achievement in literacy by imbedding quality teaching and learning.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Professional learning in the ‘super six tools’ for comprehension for all staff has been implemented allowing the explicit instruction of these strategies across the school.
- ‘Best Start’ now measuring student’s progress against the English curriculum for all infants students promoting teacher analysis of student progress and needs.
- Guided reading session in all classrooms supported by benchmark testing and the purchase of appropriate quality resources.
- One teacher trained L3 methodology resulting in significant student progress in literacy being recorded.
- 69% of year 3 students achieving in top 3 bands of reading in 2013 NAPLAN.

School priority 2
Maximise student achievement in numeracy by imbedding quality teaching and learning.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- An interactive program, Reflex Maths, has been integrated into daily maths sessions and students can also access the program on computers at home.
- Teacher analysis of Best Start and NAPLAN data has informed teachers and the purchase of appropriate resources supported quality teaching in daily numeracy sessions at start of each day.
- 77% of year 3 students achieved in the top 3 bands numeracy in 2013 NAPLAN.
- 66% of year 5 students achieved in the top 3 bands numeracy in 2013 NAPLAN.
- The average progress/growth of Condong students between years 3 and 5 for 2011 to 2013 in numeracy was almost 50 points above the state average growth.

Strategic directions in 2014

Teaching staff decided that it was vital to focus on the significant changes that were taking place in education. Therefore, the strategic directions for 2014 focus on the new NSW curriculum.

Strategic direction 1
To strengthen teacher capacity for improved student learning outcomes in all aspects of the NSW/ National English and Mathematics Syllabus.

Strategies to achieve these targets include:

- All teaching staff will participate in multi-modal, digital and literacy curriculum professional learning meetings beginning in term 1.
Develop a draft grammar scope and continuum in consultation with other small schools.

Teaching staff share multi-modal and digital resources that they have effectively used in their classroom practice and show clear links with the new English syllabus.

All teaching staff will take part in online learning for the new mathematics syllabus throughout the year. Online modules to be completed.

Strategic direction 2

To encompass a wide range of systematic assessing and reporting practices aligned with the implementation of the new curriculum.

Strategies to achieve these targets include:

- Review the assessment requirements of the new English syllabus and determine what we are already doing and identify any gaps we need to fill.
- Develop a scope and sequence of common assessment tasks and strategies.
- Staff to look at the new syllabus in relation to current student reports and adapt the student reports to ensure the school is reporting on student progress in line with the requirements of the new syllabus.
- Stage 2 and stage 3 teachers need to be professionally developed to competently report on student progress using cluster levels on the literacy and numeracy continuum.

Strategic direction 3

Connecting 21st century learning for all teachers, SLSOs and students in a dynamic, integrated and holistic way.

Strategies to achieve these targets include:

- On staff development day in term 1 all teaching staff meet to collegially collaborate and identify common strategic directions.
- All staff will participate in an interactive professional development in the use of tablet technology.
- Students take part in interactive tablet lessons to familiarise them with safe practice of tablets and ongoing instruction using a wide variety of educational applications.
- Parents/community members will be invited to a parent information session to inform on the use of tablet technology in the classroom.
- Teaching staff may engage in class swaps to utilise expertise in an area so as to ensure teachers with IT skills can implement a sequential skills program to enable children to develop the skills needed to become ‘global citizens’.

Professional learning

A wide range of professional learning activities were undertaken by all teaching and support staff in 2013. This included participation in the five school development days and activities to support school plans and targets. The focus of our school development days included school planning, reviewing school resources and policies as well as training in the new curriculum. Teachers participated in training courses for literacy, public speaking, emergency care, autism, dyslexia, assessing and reporting.

Total school expenditure on teacher professional learning was $5412.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school with 68% of our families responding. Their responses are presented below.

<table>
<thead>
<tr>
<th>Family Survey</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied with the school and what it offers</td>
<td>70%</td>
</tr>
<tr>
<td>Satisfied with school and what it offers</td>
<td>30%</td>
</tr>
<tr>
<td>Partly satisfied with school and what it offers</td>
<td>0%</td>
</tr>
<tr>
<td>Not satisfied with school and what it offers</td>
<td>0%</td>
</tr>
</tbody>
</table>

Condong Public School prides itself on valuing and promoting a vital and meaningful partnership with the local community it serves. Teachers hold high expectations for all students and are committed to providing a caring, supportive and safe environment based on mutual respect and tolerance. Teachers and SASS staff expressed a positive attitude, general satisfaction and pride working at Condong Public School.
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.

Mr Terry Timms, Principal
Mr Brendan Quinn, Relieving Principal
Mrs Kate Borton, Staff representative
Ms Elke Stone, Staff representative
Ms Robyn Whyte, Staff representative
Ms Lily Carroll, Staff representative
Ms Sue Cantwell, Staff representative
Mrs Lynette Bendl, Parent representative

School contact information

Condong Public School
77 McLeod Street, Condong NSW 2484
Ph: 02 66722390
Fax: 02 66725535
Email: condong-p.school@det.nsw.edu.au
Web: www.condong-p.schools.nsw.edu.au
School Code: 1611

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: