

Coffee Camp Public School

Annual Report



1583

Introduction

The Annual Report for **2016** is provided to the community of **Coffee Camp Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jane Varcoe

Principal

School contact details

Coffee Camp Public School

Nimbin Rd

Coffee Camp, 2480

www.coffeecamp-p.schools.nsw.edu.au

coffeecamp-p.School@det.nsw.edu.au

6689 9259

Message from the Principal

2016 has been another successful year for the students of Coffee Camp Public School, achieving great personal successes in academics, sports and the creative arts.

I would like to acknowledge all of the staff for another busy year and thank them for their ongoing commitment to the education of the students and their high level of professionalism.

Many thanks to the parents and community members who have supported the school in all its endeavours.

The P&C should be congratulated for their fine efforts and supporting the school throughout the year, particularly in the development of a healthy tuckshop.

School background

School vision statement

At Coffee Camp Public School students, staff, parents and community will all work together to provide a safe, caring and supportive, environment, that nurtures and encourages success and life-long learning.

Students will be encouraged to respect themselves and others as worthy and capable individuals that can be resilient in all situations

School context

Coffee Camp is a three teacher school located 11km south of Nimbin. The area is low socio-economic with a variety of social issues. These facts are important and help to determine the programs that the school runs to cater for the needs of its students and the school community.

From surveys, meetings and discussions held with the whole school community. Mathematics, the performing arts, sport and student welfare are seen as area of strength and must continue as areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp school will continue to view student welfare issues as our “core” business and will continue to be a major focus area in the school. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will become embedded in our school culture. Areas such as discipline, mental health and anti-bullying that affect the acquisition of literacy and numeracy will become a partnership of responsibility between parents, students and staff.

Coffee Camp school will focus on the implementation of the Maths and Science curricula, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp school will continue to foster participation in, and a love of the performing arts. We have a very successful band and choir.

Coffee Camp school community will actively and proudly participate in our “Big Scrub” Community of Schools and will ensure successful transition to High School for all students.

Coffee Camp school will promote attitudes and skills that encourage healthy lifestyles and participation in sport.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The school and community have been consciously and intentionally working towards the development of a positive culture, where students, staff and community are encouraged to contribute and participate in the learning of the children. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. Transition into Kindergarten and on to Year 7 is a personal process which is designed in co-ordination with the students, parents and schools. Attention to individual learning needs has been another component of our progress throughout the year. Students, with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning.

Our main focus in the domain of teaching has been using Assessment for Learning Professional Development to review teaching and learning practice and provide useful feedback to students. Teachers are building and using skills in the analysis of lesson observation, student feedback, and using this data to guide adjustments, adapt classroom strategies, and plan learning goals. These are regularly communicated to the community. Teachers at all stages of their career actively plan and participate in their own professional learning to improve knowledge and practice. This is aligned to the negotiated school plan for teacher professional development, formalising with Professional Development Plans and developing personal goals. Our teachers consistently achieve in and outside of the classroom, which is critical in a small school.

In the domain of Leading, our focus has been with both students and Staff of Coffee Camp Public School. Links across schools in the Community of Schools are accessed to achieve this. Collaboration with the community enhances the opportunities for staff and students and enriches the school. The community has input into the school planning process as well as the development of the vision and strategic directions. Diversity is acknowledged, welcomed and integrated. Staff members have been provided opportunities in the Community of Schools to build capabilities to lead staff from other small schools in the district.

Strategic Direction 1

QUALITY COMMUNITY – Collaborative and innovative learning community.

Purpose

Engage with our community of schools to ensure educational, social, emotional and personal growth by providing coordinated opportunities for students, staff and school communities.

Build confidence, capacity, leadership and sustainability for students, staff and parents.

Overall summary of progress

Our collaboration with neighbouring schools continues to be an important sporting, social and academic aspect of the school year. Students and teachers benefit greatly from the interaction, both socially and resulting in increased confidence to all parties.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Targeted Professional learning for all staff is provided by all collegial meetings (TPs, TOTs and Infantry). Individual leadership of these meetings is developed and evident.	Professional learning will be reflected in teaching programs. Staff can articulate and share professional learning with colleagues.	Professional learning funds for relief and course fees \$8000
All students have the opportunity to successfully engage in enrichment activities. Create pathways for all students K–6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.	Data collected shows that 100% of students were given the opportunity to participate in learning community activities. The only exceptions were due to inability to attend. Reports from partner schools indicated that students participated very well. Parents expressed a high degree of satisfaction in these co-operative events.	No funds required
Formative assessment will be embedded in all classrooms.	Completed Year 1 of a 2 year course in assessment for Learning. Resulting in collaborative professional development across schools with teachers.	No funds required

Next Steps

Not only will we continue to participate in Community of Schools activities, but we will explicitly promote the importance of these opportunities and the value in continuing to access them. It is planned to revisit the success of these programs as a part of our milestones in 2017.

Strategic Direction 2

QUALITY STUDENTS Nurturing the Whole Student

Purpose

Enable the whole school community to work together to support student's wellbeing by building a positive school community that promotes feelings of belonging, connectedness and life-long learning.

Build capabilities for students to take responsibility for their own learning pathways by providing a rich, safe, differentiated learning environment.

Overall summary of progress

Students had specific plans written for them. The continuum was used as a visual learning process for students and staff, but has not met with success as yet. This will be amended and another attempt will be negotiated with staff for 2017.

Programing focuses on content more closely relating to the interests of the students. This resulted in higher engagement and bore more success. This will be built upon next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students with negotiated learning plans reflecting learning goals.	Professional learning and implementation of whole year of Assessment for Learning has resulted in self directed assessment by individual students and peers	No Funds required
80% of Students achieving at or above state growth levels in NAPLAN testing.	Individual Learning plans and classroom activities have been focused on students needs and abilities, allowing for greater growth. We are continuing to monitor on NAPLAN data and PLAN data.	No funds required
Student free choice projects presented to school community with written feedback from peers and parents.	Students in all stages have developed skills and age appropriate strategies in developing class projects. Assessment has been individual and through peer assessment.	No funds required

Next Steps

Students will be introduced to PBL (project Based Learning). This will lead to the students developing a greater understanding of the level of their achievements and guide planning for further progress. This will be done individually and in negotiation with staff and students. Student peer assessment and plotting on continuums will be implemented as part of this.

Strategic Direction 3

QUALITY STAFF Innovative teachers leading learning

Purpose

Build the capacity for staff to develop improved teaching and learning practices through negotiated, targeted professional learning to improve and enhance student learning outcomes.

Enhance knowledge of Teaching Standards and Quality Teaching framework to build capabilities for staff to achieve accreditation and progression.

Overall summary of progress

Staff completed training on Professional Development Framework which has resulted in strategies embedded in school milestones and individual professional plans. Staff have completed training on the Seven Steps to successful writing and Assessment for Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have a Performance and Development Plan (PDP) stating negotiated personal goals, career pathways, areas for improvement and demonstrated Teaching Standards elements.	All staff have evidence toward achieving identified learning goals in PDP's Professional learning is reflected in teaching practice.	No funds required
Staff survey reports opportunities to demonstrate leadership capabilities, obtain accreditation and understand the pathways for progression.	Staff have demonstrated leadership capabilities through Planning and running both Infantry and TOTs.	No funds required

Next Steps

The whole staff will continue with the PDP process and will increase formal conversations to twice a term. The staff have committed to train with the Assessment for Learning based with a local school in the area. This will align with the School Plan, Visible Learning Plan and individual goals.

Increased commitment has been made to maintain plan data and regularly track student learning growth.

Staff have committed to a focus on writing in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Great improvements were observed in our students identifying as Aboriginal. Good Literacy results in NAPLAN support this. Increased confidence in Mathematics also resulted.	\$6368.30 • Aboriginal background loading (\$6 368.30)
Low level adjustment for disability	Students benefitted from the support in individual teacher/student time which enabled them to access the Literacy curriculum more successfully.	\$4432 • Low level adjustment for disability (\$4 432.00)
Quality Teaching, Successful Students (QTSS)	Funds used to support staff in classroom observations related to Assessment for Learning	\$4672
Socio-economic background	Funds supported the school plan strategic direction to increase participation in the school of community members.	\$3056.14 • Socio-economic background (\$3 056.14)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	39	38	35	34
Girls	40	41	36	29

Student attendance profile

School				
Year	2013	2014	2015	2016
K	81.3	85.9	91.9	91.4
1	90.9	98	93.4	87.5
2	92	91.9	94.8	93.8
3	88.1	92.3	90.9	91.4
4	91.4	92.7	92.6	90.3
5	96.8	94.4	92.6	91.3
6	91.2	93.5	90.5	91
All Years	90.9	92.8	92.1	90.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Accurate rolls are kept in each class. Parents/caregivers are required to provide reasons for all absences within one week of it occurring. Unexplained absences are followed up by staff through parent contact. Individual student absences are monitored, with families provided with support to improve attendance. This may be in school programs or involve the DEC Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.51
Other Positions	0.03

*Full Time Equivalent

One teaching staff member recognises as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning and teacher accreditation School focus areas included History syllabus implementation, the Wellbeing framework, teacher leadership and attendance at the Big Scrub collegial meetings. Funds were also made available for staff to pursue areas of personal development focus of student welfare. The following programs began or continued in 2016: Assessment for Learning, Student Welfare, Dyslexia training and ICT skill development.

Funds were also made available to release individual staff members to view best practice in other schools and assist in the development of whole school programs and policies.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

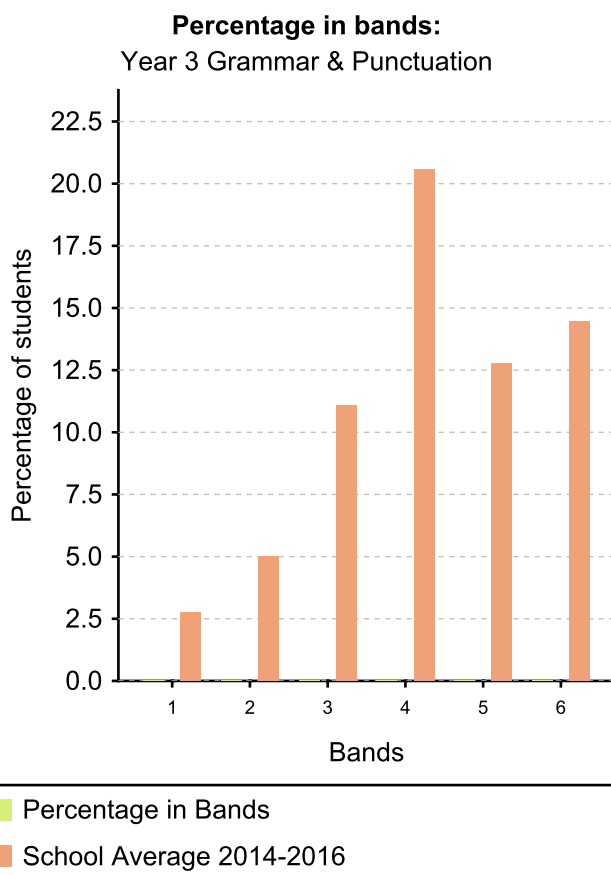
Income	\$
Balance brought forward	88 529.00
Global funds	85 080.14
Tied funds	73 873.18
School & community sources	20 841.53
Interest	1 710.77
Trust receipts	1 452.00
Canteen	0.00
Total income	271 486.82
Expenditure	
Teaching & learning	
Key learning areas	30 131.30
Excursions	13 729.95
Extracurricular dissections	10 557.93
Library	938.45
Training & development	3 078.65
Tied funds	75 341.82
Short term relief	14 192.22
Administration & office	29 902.30
School-operated canteen	0.00
Utilities	7 039.74
Maintenance	23 723.68
Trust accounts	1 889.92
Capital programs	0.00
Total expenditure	210 525.96
Balance carried forward	60 960.86

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

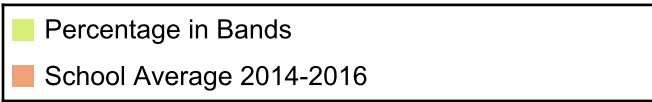
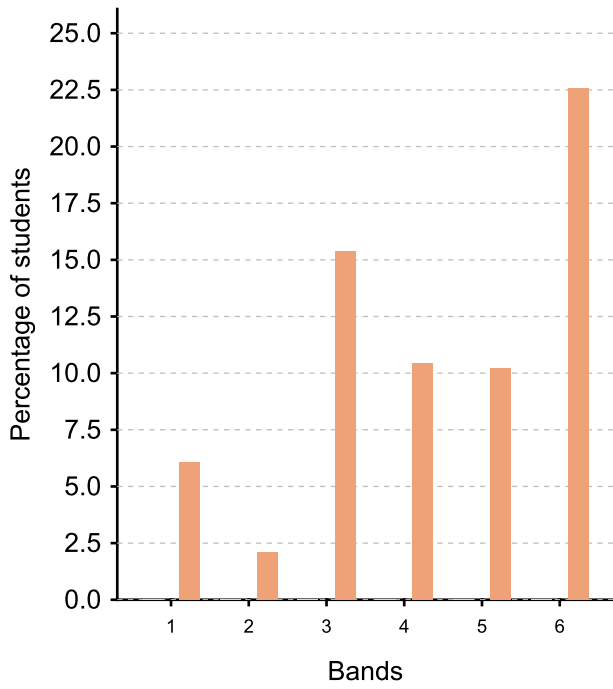
School performance

NAPLAN

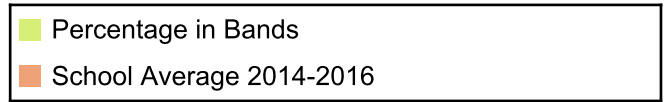
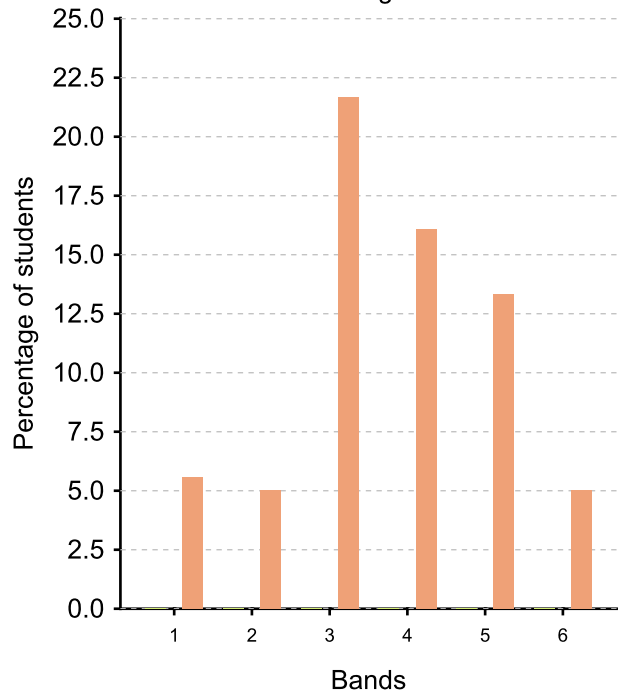
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



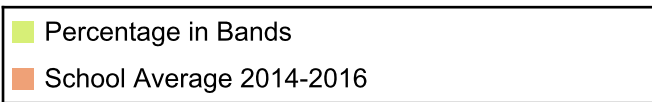
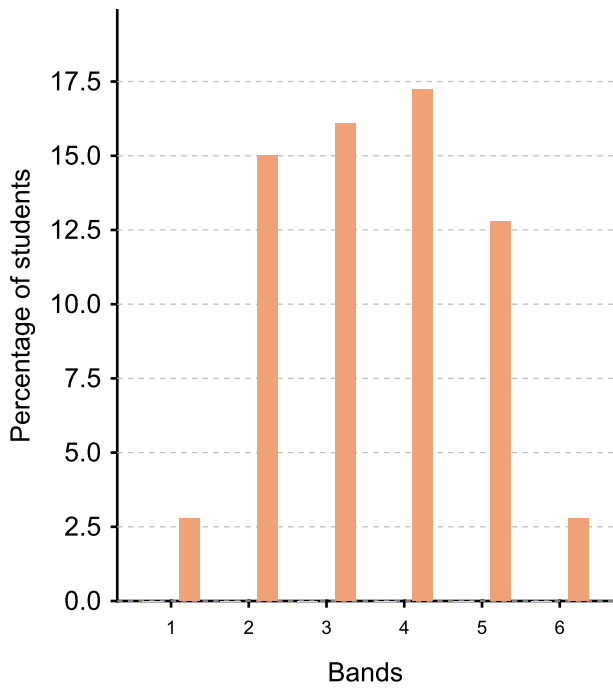
Percentage in bands:
Year 3 Reading



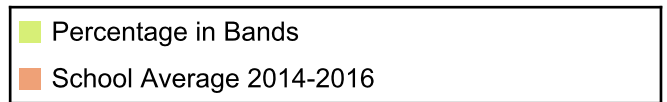
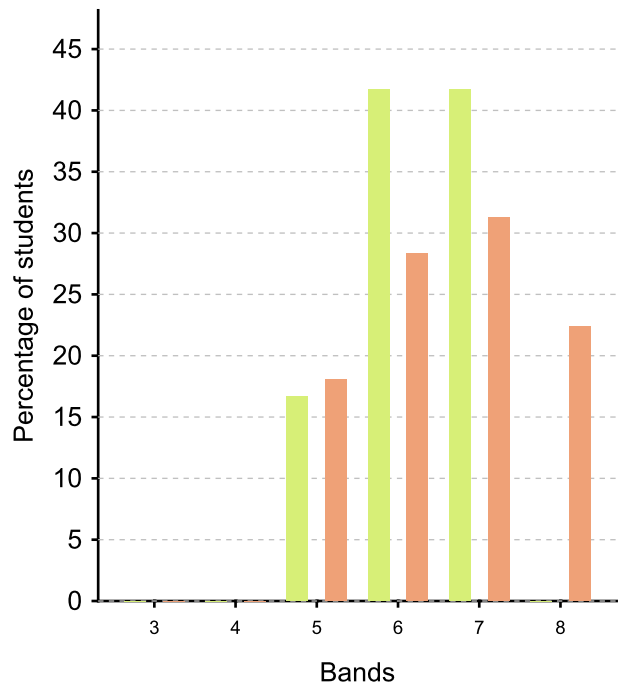
Percentage in bands:
Year 3 Writing



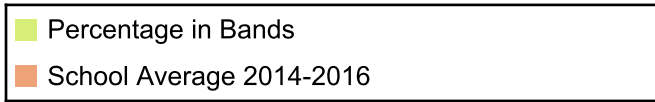
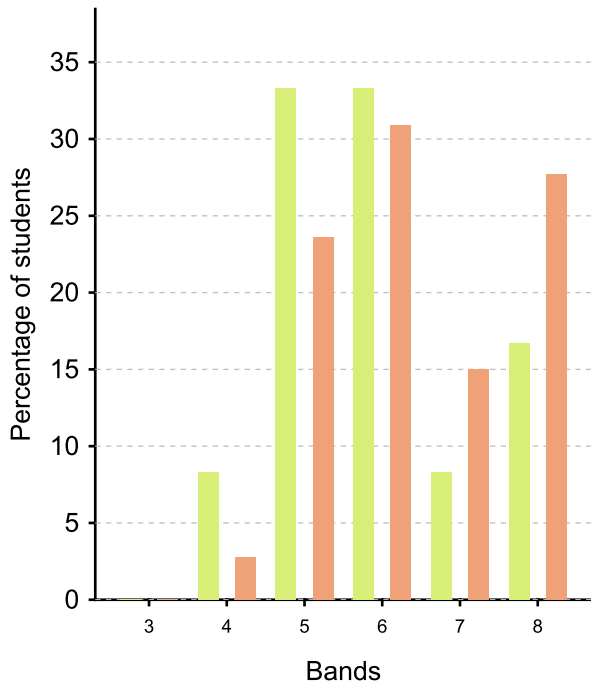
Percentage in bands:
Year 3 Spelling



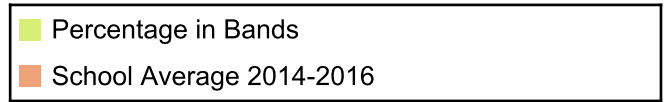
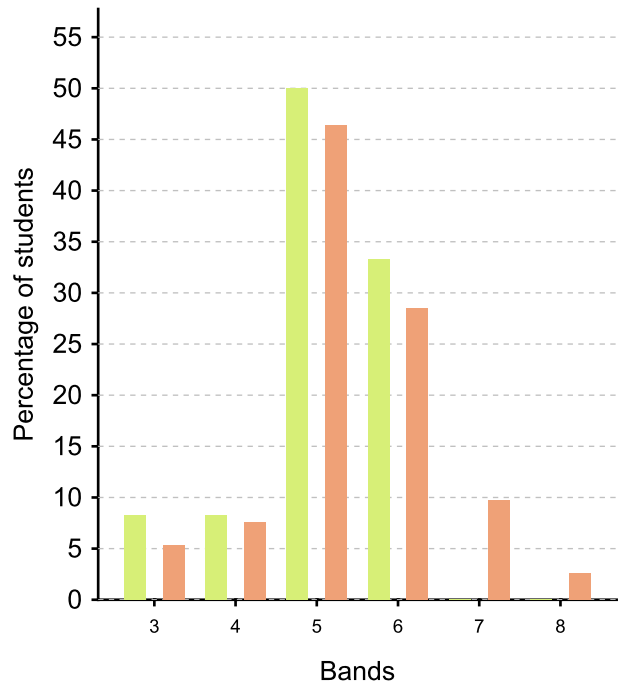
Percentage in bands:
Year 5 Grammar & Punctuation



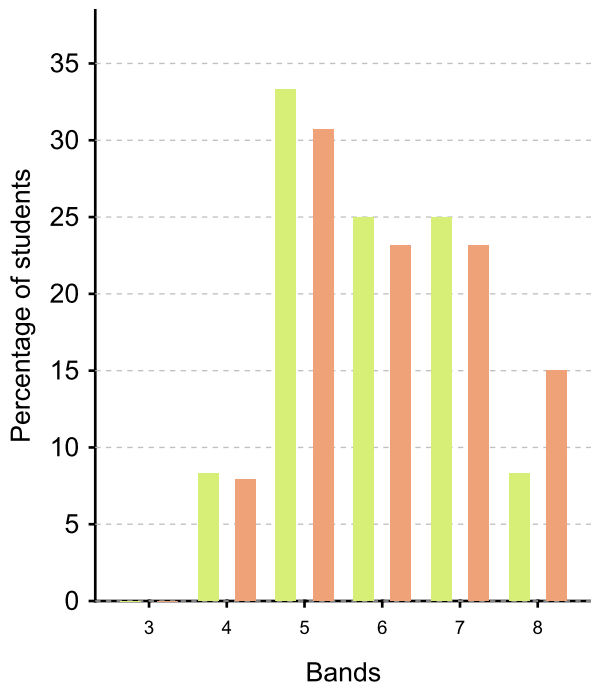
Percentage in bands:
Year 5 Reading



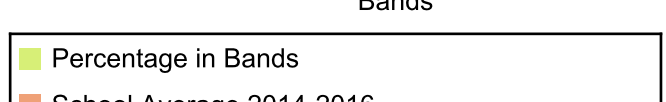
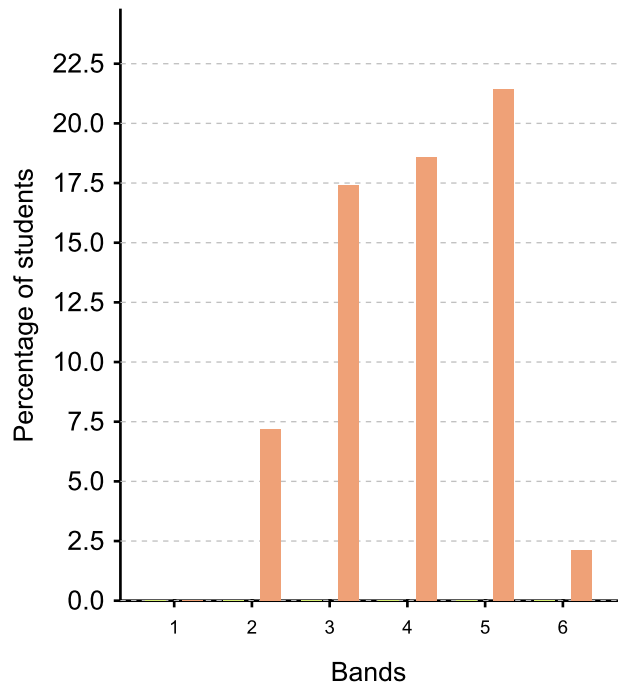
Percentage in bands:
Year 5 Writing



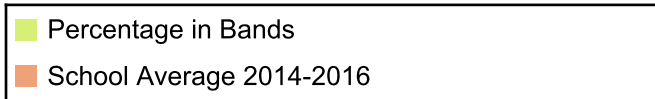
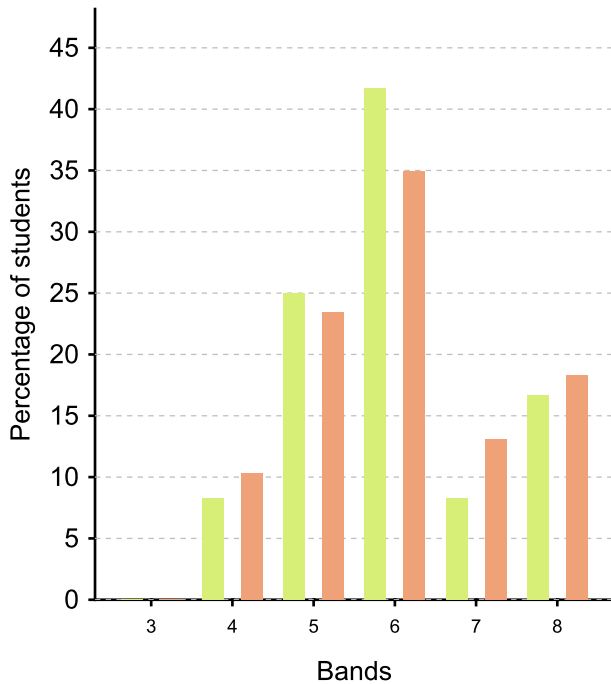
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



- * Ethics classes
- * Improve school appearance
- * Music Program
- *Wider range of activities in class breaks
- * More leadership programs
- * Public speaking opportunities
- * Gardening club
- *Critical thinking and programming classes.

Policy requirements

Aboriginal education

We continue to read and talk about aspects of the Aboriginal culture and the significance their culture had on the shaping of Australian culture in general. Aboriginal History is explicitly taught in History topics.

All Aboriginal students are supported in all KLAs through class programs and PLPs.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Through consultation process with staff, students and families contributed with discussions and surveys, with the following results:

The parents believed the school is successful in providing—

- *Safe and nurturing environment
- *Dedicated, caring and unified staff
- *Great links to the community
- * Students as individuals are respected and accommodated
- * Excellent opportunities across the community of schools and excursions
- * Support with learning difficulties
- * Fantastic Peer support program

The future focus parents would like to see:

- *More local Aboriginal involvement

Multicultural and anti-racism education

Coffee Camp Public School is an inclusive school community and positive attitudes to difference are promoted through literature, discussions, school visitors and visitations to places of interest. We address the problems associated with cultural difference, language barriers, religious difference and even the difference in the foods eaten or clothes worn by different cultural groups through discussion and investigation. Multicultural education is based in Harmony Day activities and COGs units.