

Coolongolook Public School

Annual Report



2016



1627

Introduction

The Annual Report for **2016** is provided to the community of **Coolongolook** 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.

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School background

School vision statement

Coolongolook Public School takes pride in providing quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

We work together to ensure our students are inspired learners, creative thinkers and able to function in the 21st century.

School context

At Coolongolook Public School we believe that our small school offers students individualised highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in a positive, caring, polite and safe learning environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students a confidence to face life's challenges and to enhance their love of learning.

Through Early Action for Success, the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K–2 students.

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.

Principals across the Southern Teaching Principals Collegial Leadership Network (CLN) collaboratively planned, developed and implemented various joint projects incorporated in our School Plans 2015–2017. We have discussed the School Excellence Framework and its implication for informing, monitoring and validating our journey of excellence. Time was allocated to examine the School Plan to determine those elements of the School Excellence Framework the School Plan most strongly addressed.

School Excellence framework – Learning

In the domain of Learning our school projects, based on achieving our Strategic Directions, all move us closer toward the outcomes of a strong Learning Culture and many projects address the elements of Curriculum and Learning and Assessment and Reporting. This has primarily been achieved through our focus and commitment towards creating Personalised Learning Plans for identified students.

Our CLN joint projects have been primarily focused on Learning Culture and Curriculum and Learning elements. The focus of our programs across this domain was the development of technology skills in staff and students and implementation of the New South Wales Science and Technology syllabus. The professional learning planned in the e-Learning program was completed by all staff across the CLN. New Apps were presented to staff and students. The impact of this program is that staff have been up skilled in the use of new technology and students have accessed the technology in their day-to-day learning programs with some students showcasing their work across the network of schools.

In the element of Curriculum and Learning all staff engaged in professional learning, familiarising them with the syllabus and support materials available. A History and Geography committee comprised of at least one staff member from each

school, was established and this committee developed scope and sequences, units of work and added it to our CLN Google Docs folder. All schools are now able to implement the syllabus with staff having access to units of learning and resources to support such.

School Excellence Framework – Teaching

Our CLN joint projects have been primarily focused on Effective Classroom Practice and Collaborative Practice elements. Our e-Learning and History and Geography syllabus projects have focused on developing effective lessons, using both teacher and students feedback and evaluating our teaching programs. The impact of these programs includes increased evidence of inquiry based learning in classrooms and enhanced teacher engagement with the process of planning and implementing History and Geography K–6.

In the element of Collaborative Practice a Professional Learning Coordinator was engaged to coordinate a consistent approach to delivering professional learning in the areas of curriculum and e-Learning across the CLN. It is now evident that there is a consistent and cohesive approach to the implementation of the History and Geography syllabus and e-Learning across the CLN.

School Excellence Framework – Leading

In the domain of Leading we have determined strengths in School Planning, Implementation and Reporting and School Resources. The development, implementation and review of the School Plan has ensured teacher (as a small school 'executive' team) are achieving milestones and developing new milestones to consistently reflect upon our practice and implement improved classroom practice.

Our CLN joint projects have afforded opportunities for leadership experience to all interested staff. The position of Professional Learning Coordinator was advertised as an expression of interest across all schools. As part of our History and Geography curriculum focus staff were given the opportunity to form a curriculum committee, develop resources and deliver professional learning to colleagues. The impact of these programs includes the use of new technology platforms and tools, the willingness of staff to lead the next phase of our programs and a commitment from the principals to continue the programs into the future.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Inspired Learners

Purpose

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

Overall summary of progress

Individualised Learning Plans ILP's

Students ILP's were completed through numerous assessments and teacher recommendations.. Teachers and parents then worked together to develop strategies to help students achieve learning goals set out in their ILP.

Programs

Staff engaged in a range of professional learning to ensure they were equipped with the skills and knowledge to implement specific programs in their classrooms.

e-learning and ICT

We established an e-Learning program where our CLN employed a Professional Learning Coordinator. This coordinator lead the development and implementation of technology based programs which ran across our CLN small schools. All staff members were up-skilled in using technology effectively in the classroom.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| Each student has an Independent Learning Plan (ILP/PLASST) with termly individual goals | Student tested in Standardised and other assessment Analysis of individual students test results All students have shown progress | Additional RFF for teachers to update ILP's and Assessment folder. |
| ICT is an integral part of daily teaching and learning | PL on E-learning and ICT Student E-learning program E-learning showcase Use of Google classroom | 1 casual day = \$450 |
| Students show improvement in achieving stage appropriate cluster targets on the literacy and numeracy continuum. | Student assessment folders reinforce improvement in literacy and numeracy targets. | |

Next Steps

Individualised learning Plans are completed and followed.

Reflection and feedback on improvements to Science units created. Students engaging in concepts being taught, developing their skills and understanding.

Students continue to use skills learnt in all academic areas.

Coding workshops for staff and students.

Strategic Direction 2

Excellence in Teaching

Purpose

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and implemented.

Overall summary of progress

Professional Learning Coordinator has worked with staff representatives from each school to develop History and Geography units of learning.

Staff are using the scope and sequences developed in their programs.

Staff worked towards achieving their goals as developed at the beginning of the year..

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| Curriculum Coordinator: Professional Learning Coordinator (PLC) engaged to support planning, implementation and monitoring of programs. Curriculum Coordinator employed by CLN schools. | PLC (professional learning coordinator) role statement developed. PLC met role statement criteria. PLC provided regular updates regarding progress towards milestones PLC upskilled and supported staff to implement elearning into the classrooms. Teachers reported more confidence in using apps and ICT in their classrooms. | Professional Learning Coordinator for 2016 \$1826.40 |
| NSW Syllabuses for the Australian Curriculum: Develop and implement scope and sequences, units of work and assessment rubrics through small schools professional learning network. Professional learning on assessing and reporting student progress, plotting and tracking accurately on the literacy and numeracy continuums. | Staff have the skills to develop and implement programs. Scope and Sequences for Science, history and Geography created. Staff using the units created and provide feedback. | 4 casuals days =\$1800 |
| Performance and Development Framework (PDF): Teachers develop, implement, review and reflect on professional learning by maintaining a Professional Learning Journal (PLJ) | All teaching staff developed goals and completed elements of the PDP Professional goals and evidence gathered were clearly linked to Teacher Professional Standards and PDF | 1 casual day = \$450 |

Next Steps

Continued support for Professional Learning Coordinator

Staff teach History and Geography units developed and provide feedback.

PLC to apply for the Digital Literacy grant.

Strategic Direction 3

Engaged Community

Purpose

To engage with parents, carers the wider community and collegial groups to strengthen partnerships to support student learning.

Overall summary of progress

Progress in this strategic Direction has focused on building relationships and capacity across the network of schools as a basis for future growth.

Staff have developed skills and confidence in engaging with parents, carers and the wider school community.

Parents are being invited to a range of special days and activities within the schools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Staff complete professional learning and demonstrate improved interactions with all stakeholders, measured through staff surveys | All staff report a improved confidence when deal with parents and community | 1 casual day = \$450 |
| Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content. | Parent satisfaction surveys show an increase in parent understanding of learning, learning challenges and curriculum content. | Community Consultation funding |
| Continued increase in number of families that subscribe to the skoolbag app | Increased parent involvement in school (sign in book and surveys) and home learning | Skoolbag App purchased and annually subscribed, |

Next Steps

More regular use of Seesaw app and parents encouraged to use the app to see what is happening in the classrooms.

Continued commitment to and work with the Collegial Leadership Network (CLN)

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|--|
| Aboriginal background loading | <p>Connections to and support of the local AECG.</p> <p>In class support for ATSI students by employing additional teacher days and SLSO support.</p> <p>Indigineous perspective included in programs across all KLAs.</p> | <p>Teacher = \$4186.02</p> <p>SLSO + \$5426.42</p> |
| Low level adjustment for disability | Additional SLSO support for classes. | SLSO = \$4125 |
| Quality Teaching, Successful Students (QTSS) | Teachers given additional time to observe lessons. | |
| Socio-economic background | <p>Support for student welfare</p> <p>Updated resources</p> <p>Additional teacher support for students</p> <p>Additional SLSO support for students.</p> | \$41235 |
| EaFS | <p>Additional support for the K–2 class structure</p> <p>Updated resources for the K–2 classrooms</p> | \$35000 |

Student information

*Full Time Equivalent

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 13 | 12 | 15 | 15 |
| Girls | 20 | 23 | 15 | 16 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 93.5 | 96.5 | 96.7 | 92.8 |
| 1 | 89.9 | 92 | 97.8 | 92.1 |
| 2 | 92.6 | 92.4 | 94.9 | 94.1 |
| 3 | 97.8 | 95.7 | 87.2 | 91.8 |
| 4 | 92.8 | 98.9 | 96.7 | 91.4 |
| 5 | 84.9 | 97 | 92.3 | 95 |
| 6 | 91.6 | 89.5 | 92.6 | 88.4 |
| All Years | 91.3 | 94.6 | 95 | 92.4 |
| 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 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Classroom Teacher(s) | 1.25 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.08 |
| School Administration & Support Staff | 0.9 |
| Other Positions | 0.11 |

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 | |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

100% of staff 'strongly agree' that the school has a strong commitment to all of our students, ensuring their time at school is fun, positive and fulfilling.

100% of staff 'strongly agree' that the school communicates well with families keeping them informed about what is happening.

100% of staff 'strongly agree' that students are the school's main concern.

Out of 9 parent Satisfaction Survey's returned, 7 'strongly agree' that the school has a strong commitment to all of our students ensuring their time at school is fun, positive and enriching.

100% of parents in the surveys returned 'strongly agree' that their child enjoys attending Coolongolook Public School.

Policy requirements

Aboriginal education

Students at Coolongolook Public School are provided with a variety of relevant and current educational activities based around the implementation of the Aboriginal Education Policy. Students are provided with Aboriginal perspectives within their class programs across key learning areas. They are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

As in all New South Wales public schools programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture.

Multicultural and anti-racism education

Almost all of the students at Coolongolook Public School come from English speaking backgrounds. This emphasises the need to raise the student's awareness of a national and global society that is significantly different from that of Coolongolook.

We celebrate the diversity of cultures in many ways, but mainly through a focus on multicultural education in the curriculum and by providing learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Harmony day was celebrated in March and students across the school were encouraged to wear orange. They participated in a number of activities to celebrate diversity.

Our canteen has produced an array of multicultural lunches for children to sample throughout the year such as spaghetti bolognese and fried rice. These were well received by the students who enjoyed learning about different foods.