

Cooranbong Public School Annual Report



2016

COORANBONG
P.S.


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Introduction

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

Leoni Butler

Acting Principal

School contact details

Cooranbong Public School

Government Rd

Cooranbong, 2265

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

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

4977 1122

Message from the Principal

Cooranbong Public School celebrated a successful 155th year in 2016. Our academic results have shown improvement due to the strategic and cohesive approach all staff members have taken towards teaching and learning. Through our alliance with John Fleming and the implementation of Explicit Direct Instruction (EDI), our students have successfully met their benchmarks. Powerful Learning Accountable Teaching (PLAT) has been a successful framework that we have utilised to set these benchmarks for our students. I'd like to thank all the staff and children for working so collaboratively to achieve the fantastic results that you all deserve.

Our school was very excited with the efforts of our Multi-Categorical classroom and our Special Education teacher. The class is an extra strength to our school, as they enable a whole school approach to special education.

It is with sadness that we farewelled Mrs Masson at the end of 2016, who has chosen to retire. Mrs Masson has been a dedicated and passionate teacher for many years. We wish you all the best for your retirement Mrs Masson and although our school will miss you, we know that the exciting future you have planned will be fulfilling.

Thank you to our wonderful community who have been so integral in all we have achieved this year. Your dedication to fundraising and working with staff to improve all outcomes for our students, has been very much appreciated by everyone. Our Fete day was a highlight, with many people attending from not only our school but also the broader Cooranbong community. The money raised was gratefully accepted for the purchase of 2 Promethean boards (Smart boards) for our rooms.

As I come to the end of my time at Cooranbong PS, I thank all the people who made my stay so wonderful. I have enjoyed the challenges and appreciate the efforts of others. Your support and friendship will never be forgotten.

School background

School vision statement

At Cooranbong Public School we believe in maintaining a culture of school excellence, where every student is nurtured and inspired to reach their own potential, in a caring and supportive environment.

School context

Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 221 students with 18 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has nine classes from Kindergarten to Year six, including a multi-categorical support class.

The school's Family Occupation and Educational Index (FOEI) value is 126, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and for low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations.

The school has strong and genuine partnerships with both their school and business communities.

Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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>

Learning Elements

Well Being Curriculum & Learning Assessment & Reporting Student Performance Measures

In 2016, all staff were introduced to the new Well Being Framework that has been introduced by the Department of Education. Staff continued to focus on quality teaching through the formal and informal lesson observations, instructional rounds, walk throughs and targeted professional development.

Cooranbong Public School has continued to develop explicit curriculum documentation that reflects evidence based practices and supports the individual growth and development of each student. . The school also reviewed learning support practices in order to improve the identification of student needs. Tiered intervention was introduced to support all students in reaching school benchmarks.

In 2016, staff continued to collect and analyse student performance data to inform teaching practice and evaluate teaching and learning programs.

Teaching Elements

Effective Classroom Practice Development Data Skills and Use Professional Standards Collaborative Practice Learning &

In 2016, Cooranbong Public School teachers continued their commitment to identifying, understanding and implementing the most effective teaching methods. Teachers used collaborative planning time to reflect upon data and to inform teaching programs. Teachers regularly planned collaboratively in order to promote consistency. Staff continued to refine the implementation of Explicit Direct Instruction in order to ensure that evidence based pedagogies were enhancing student achievement.

Collaborative practices improved significantly throughout the year with staff regularly observing quality lessons from targeted teachers and taking part in formal observations linked to individual Performance Development Plans.

Leading Elements

Leadership & Processes School Planning, Implementation & Reporting School Resources Management Practices

In 2016, the school community was heavily involved in all aspects of school life. Parents were invited to attend open classrooms during Education Week. Detailed feedback was sought via school surveys at community events which significantly improved the quantity and quality of data gathered.

Throughout the development and implementation of the 2015–2017 school plan, community input was encouraged. In 2016, staff developed, implemented and reviewed the 2016 implementation and milestones document and prepared for the development of the 2016 school plan. Regular staff meeting time was provided to engage staff in the tracking of progress in order to ensure ongoing school improvement. As a result, the community understands and supports school expectations and aspirations for improving student outcomes.

Throughout 2016, Cooranbong Public School continued the replacement of all interactive whiteboards with the latest interactive touch panels. Strategic financial management was utilised to maximise the quality of resources available to students.

Communication continued to be a focus throughout 2016 with the effective implementation of the Cooranbong School Stream app and community Facebook site. These tools were effectively used to engage the community and provide essential information.

Our self–assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Inspirational Teaching (PLAT & EAFS) and Dynamic Leadership

Purpose

To build teacher capacity while utilising Powerful Learning Accountable Teaching (PLAT) and Early Action for Success (EAFS) strategies, in order to develop highly literate and numerate students, who are inspired to develop a love of learning.

Overall summary of progress

Our focus on regular, collaborative educational practices across the school has enabled us to make progress towards the consistent delivery of quality educational programs. Utilisation of Powerful Learning, Accountable Teaching (PLAT) and Explicit Direct Instruction (EDI) has been successfully integrated into teaching programs and daily lessons. Our three tiered approach to intervention has incorporated a unified link between classroom practice and learning support. This has assisted in the development of individualised learning programs for all students. All staff have participated in significant professional learning aligned to our school plan to ensure progressive and positive learning outcomes for all of our students. Capacity building in PLAT and EDI has allowed for network linking opportunities, for all teachers, with other EDI schools. All staff have participated in the Triad teaching model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN 39.1% Year 5 students achieving in the top two bands of Reading 17.1% Year 5 students achieving in the top two bands of Numeracy	Tiered intervention approach to supporting student learning needs	SLSO 5 days a week (\$5000) LaST 0.4
100% of students achieving in the zone of expected performance for Reading, Writing, Spelling, Grammar and Vocabulary and Numeracy.	100% of students achieving in zone of expected performance for Reading, Writing, and Numeracy. Establishment of benchmarks for key aspects of learning Teachers implement EDI and participate in triad teaching to reflect on and develop pedagogy Engagement of John Fleming to mentor/coach staff Data collection and analysis across k – 6 classes	\$15000 Equity funding \$10000 Equity funding
Percentage increase of students achieving within the zone of high performance. 2014 data as baseline data.	ILPs developed and modified to meet learning needs of students	LaST SLSO
All Aboriginal students outcomes comparative to their cohort.	100% of Aboriginal student's outcomes comparative to their cohorts.	

Next Steps

Further professional learning and networking opportunities to improve knowledge and skills in EDI and PLAT.
Researching and developing effective feedback systems for students.

Strategic Direction 2

Engaged Communities and Enriched Technological Outcomes

Purpose

To strategically engage our students, staff and local community and develop their technological capabilities, to assist in improving technological outcomes for all.

Overall summary of progress

Analysis of technological needs within our community resulted in several areas being addressed and other areas will require further capacity building. The specialist technology teacher appointed through staffing entitlement was absent most of the year and the technology hardware specialist who was employed one day a week was offered work elsewhere.

Coding for students was provided in Semester One and the students found it very engaging. Two new Comm Box screens were purchased and installed in the Kindergarten rooms with two new Promethean boards purchased and installed for the Stage One rooms.

Through access to our computers in the library the community were able to access surveys such as, Tell Them From Me surveys on-line and complete panel training. These workshop settings were strongly supported and parents stated they were highly successful in building capacity in our families.

Targeted development in technology such as development of warm ups and participation in LMBR training, for staff and executive ensured that capacity building in these areas was also promoted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved confidence in utilising technology from students, staff and the community. (pre and post surveys and forums)	10 new laptops in technology lab 3 new teacher laptops purchased	\$20000
Positive feedback from community about their technological improvements.	Delivery of technology workshops for students and community Community feedbacks indicate confidence in technological advances made throughout the school	
SASS staff and Principal confident about their understanding and knowledge of SAP and SALM.	All SASS staff and Principal confidently using SAP and SALM systems	LMBR training package
Student, staff and community improvement in touch typing and technology skills.	Improved technological outcomes for all students, staff and community members	

Next Steps

Further technology workshops to be conducted in 2017, including further coding lessons for students.

More hardware to be purchased (10 more I-pads and 5 laptops)

Continued capacity building of staff in targeted technological skills.

Strategic Direction 3

Sustainable, innovative and collegial practices across Western Shores Learning Alliance.

Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

Professional Learning networks have been established with stage teams across the WSLA of schools coming together to share their expertise. An executive network continued to provide learning opportunities for current and aspiring leaders. All schools attended a combined Staff Development afternoon, providing enhanced professional learning for all school staff.

A community engagement team enhanced the profile of public education across the WSLA. The team continued and modified the format for Education Week whereby all schools presented education awards to students, staff and community members in a combined afternoon celebrating Public Education as an alliance. The team continued to promote the alliance with the purchase of name badges to wear at appropriate times.

WSLA transition to High School continued to evaluate and review the impact of inclusion of the Reach– Rookies program in WSLA schools to improve the overall wellbeing and support emotional resilience for Stage 3 students going to high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All WSLA schools have a representative on the Aboriginal Education Team.	All WSLA schools have a representative on the Aboriginal Education Team All 7 schools have representatives on the Aboriginal Education team working alongside AECG reps. The team has met each term, including two full days of professional learning on Aboriginal Education..	
All WSLA Year 6 Aboriginal students have a PLP on MGoals.	100% of year 6 and 7 students in all WSLA schools have their PLPs on MGoals	
To increase the level of achievement on the Middle Years (5–9) Transition matrix in Wellbeing Focus from 1 to 5.	The WSLA schools are currently working within Level 4 for Pedagogy which is an increase from Level 3 in 2015 (Level 1 in 2013). Stage 3 & 4 teachers collaborated to develop and implement a unit of work for writing developing student skills in constructing an effective paragraph using the TXXXC scaffold taught in Stage 4 at Morisset HS. Differentiated and personalised learning is evident across all WSLA schools. During 2016 we have consolidated practices within Level 4 of Wellbeing. One initiative was executive from all schools worked collaboratively on a wellbeing initiative aimed at using the new wellbeing policy to identify areas for improvement.	

Next Steps

WSLA Aboriginal Education Team to implement programs across the school in three focus areas of transition, culture and professional learning.

Investigate combining the Education Week awards assembly and the Showcase evening with performances from all the WSLA schools

Expand our combined WSLA professional learning to include SASS and Support staff.

Introduce PBL across all WSLA schools with 3 common expectations.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Teachers, students and parents involved in evaluation of learning and cultural goals.	\$10,124
English language proficiency	All assessment completed. Evaluate student progress.	LAST.
Low level adjustment for disability	Evaluate progress of Tier 3 students on Literacy and Numeracy continuums.	Support for all students requiring Tier 2 and Tier 3 intervention
Quality Teaching, Successful Students (QTSS)	Revisit lesson observations and demonstrations notes to assess areas for further development. Add to PDP for 2107.	\$6,121 to employ casual teacher 1 day a week.
Socio-economic background	100% of teachers utilising EDI, Warm ups, I Do, We Do, You Do and Plough back in all lessons for Literacy and Numeracy.	Increased student engagement. Purchase of 2 Promethean screens for classrooms.
Support for beginning teachers		
Reading Recovery	All RR student tested and /or re-tested . All data sent off to tutor.	0.5 FTE provided for CT to be trained Review of funding for 2017 reduced to 0.31 for OPL teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	82	69	76	94
Girls	70	62	69	101

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	93.3	95.6	94.9
1	91.5	93.7	94	94.5
2	90.9	90.5	94.5	95.2
3	91.3	89.3	95.5	94.2
4	92.7	91.6	92.1	93.8
5	92.1	92.5	93.7	92
6	88.8	91.3	92.3	92.7
All Years	91.8	91.8	93.9	94
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

Class sizes

Class	Total
KT	20
K/1H	19
1/2F	25
2/3F	30
3/4B	30
4/5/6W	29
5/6O	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	7.68
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	3.02
Other Positions	0.36

*Full Time Equivalent

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

The predominant focus in 2016 was on effective investigating and implementing research/evidence based teaching strategies that maximise learning through student engagement. The school implemented the pedagogical frameworks of Explicit Instruction.

Program logic and professional development frameworks centred on:

Demonstration/Observation of lessons in Triad Teaching

Collaboration and sharing of teaching practices demonstrating strategies developed from the Explicit Instruction model.

Data analysis using Powerful Learning Accountable Teaching (PLAT) and the important causal explanations

High level accountability measures were implemented to ensure that teachers and leaders were responsible for gathering evidence from varied sources and actively contributing to evaluations regarding the effect they are having on student learning.

Specific purpose funding provided to the school for

teacher professional learning in 2016 was \$10,092.00. The school used this funding to support course fees, travel and release for teachers to participate.

School development days were attended by all teaching with the predominant emphasis on supporting the effective:

Quality teaching frameworks

Leadership development

Student/staff welfare and equity.

Cooranbong Public School had 3 new scheme teachers maintaining accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	47 886.52
Global funds	60 588.73
Tied funds	68 525.16
School & community sources	25 755.30
Interest	443.65
Trust receipts	2 011.90
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	8 319.28
Excursions	1 355.64
Extracurricular dissections	8 851.29
Library	177.64
Training & development	2 071.69
Tied funds	94 094.96
Short term relief	23 777.85
Administration & office	31 094.96
School-operated canteen	0.00
Utilities	14 642.39
Maintenance	16 914.72
Trust accounts	2 024.90
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	198 655.48
(2a) Appropriation	146 133.33
(2b) Sale of Goods and Services	974.49
(2c) Grants and Contributions	51 546.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1.39
Expenses	-163 958.23
Recurrent Expenses	-163 958.23
(3a) Employee Related	-72 244.91
(3b) Operating Expenses	-91 713.32
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	34 697.25
Balance Carried Forward	34 697.25

	2016 Actual (\$)
Base Total	1 260 869.15
Base Per Capita	8 033.79
Base Location	0.00
Other Base	1 252 835.35
Equity Total	135 515.60
Equity Aboriginal	10 124.04
Equity Socio economic	72 202.21
Equity Language	0.00
Equity Disability	53 189.35
Targeted Total	196 917.11
Other Total	58 487.69
Grand Total	1 651 789.55

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

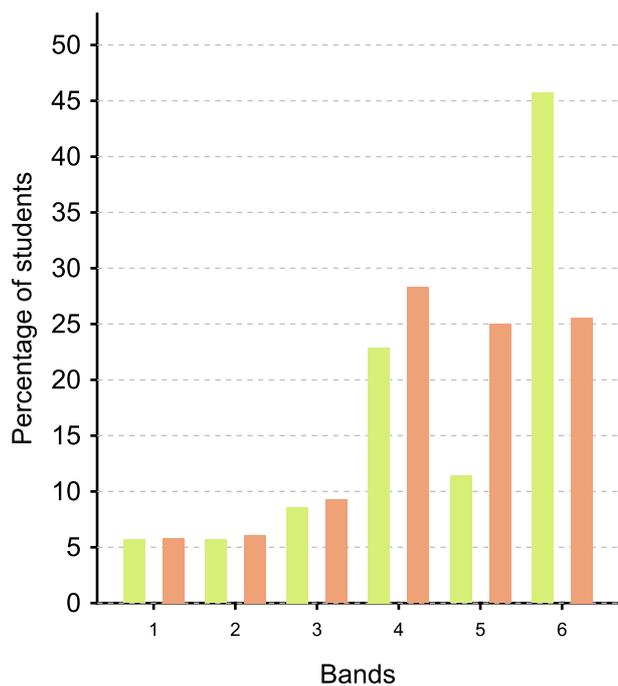
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

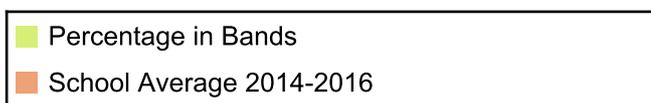
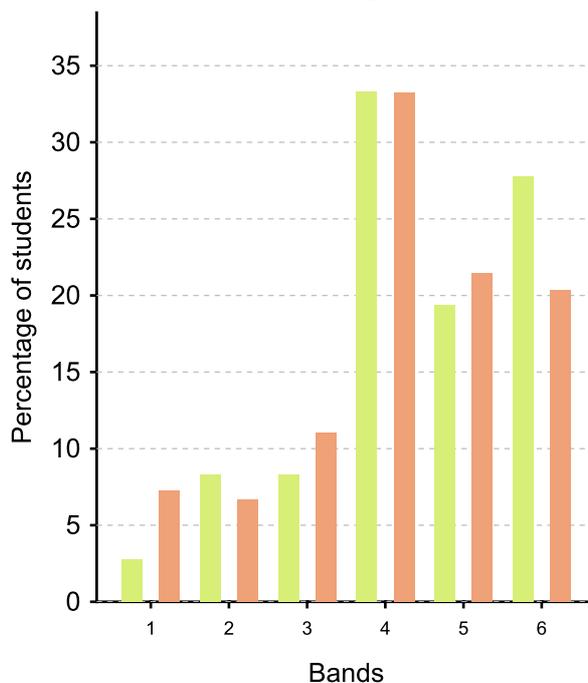
NAPLAN

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.

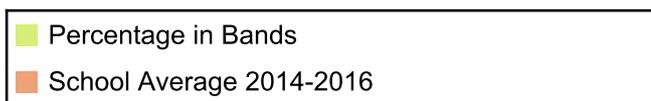
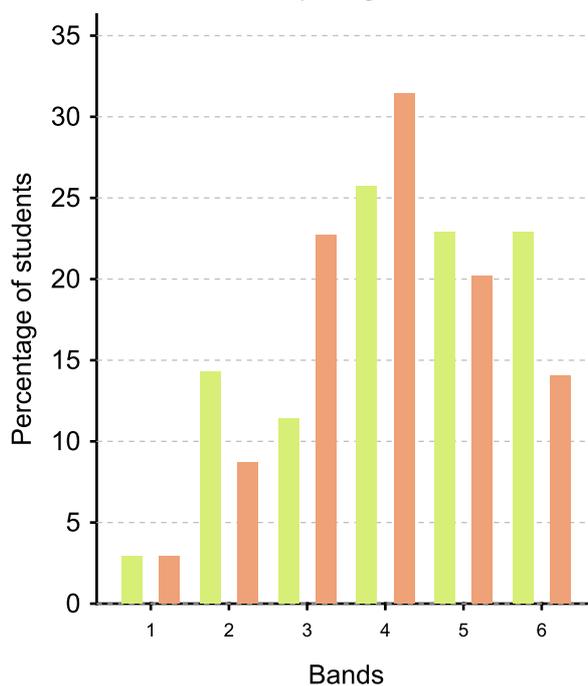
Percentage in bands:
Year 3 Grammar & Punctuation



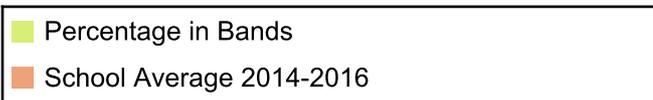
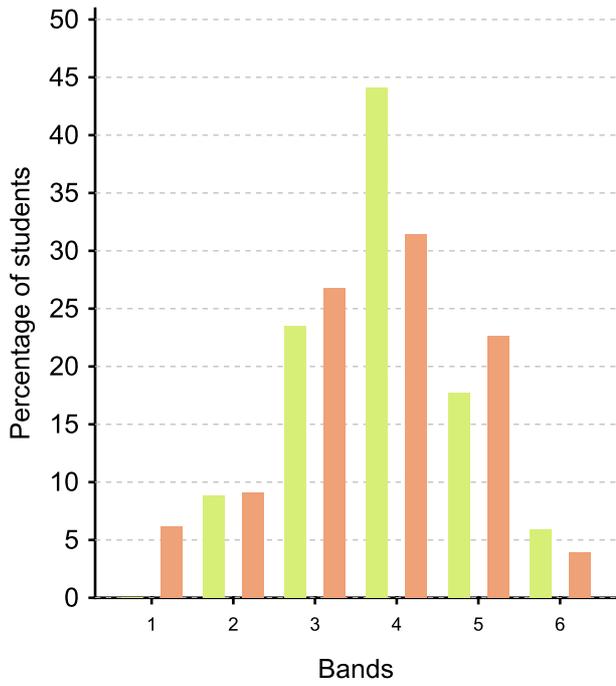
Percentage in bands:
Year 3 Reading



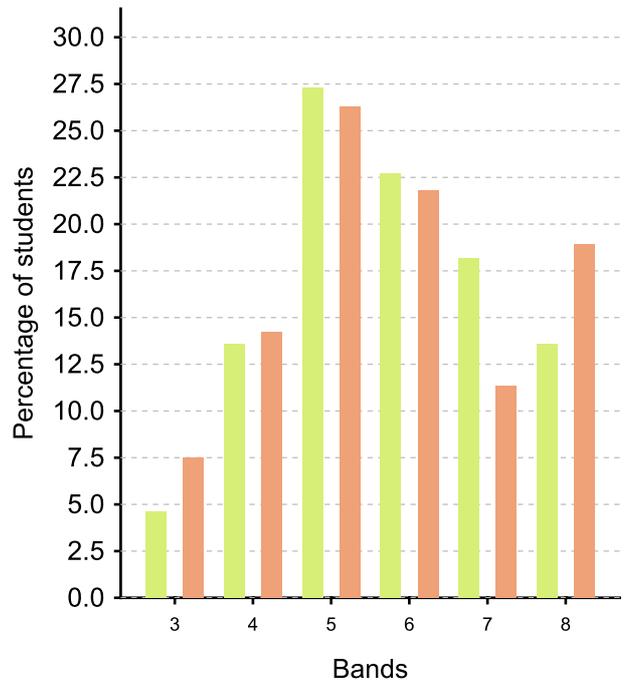
Percentage in bands:
Year 3 Spelling



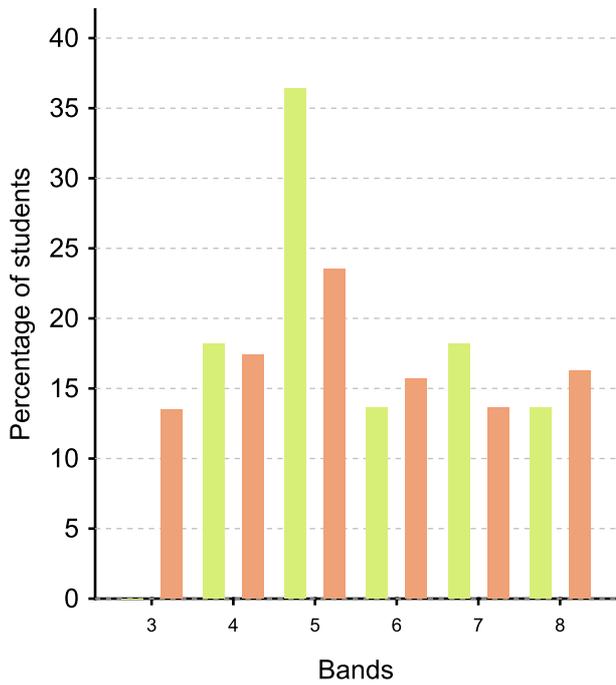
Percentage in bands:
Year 3 Writing



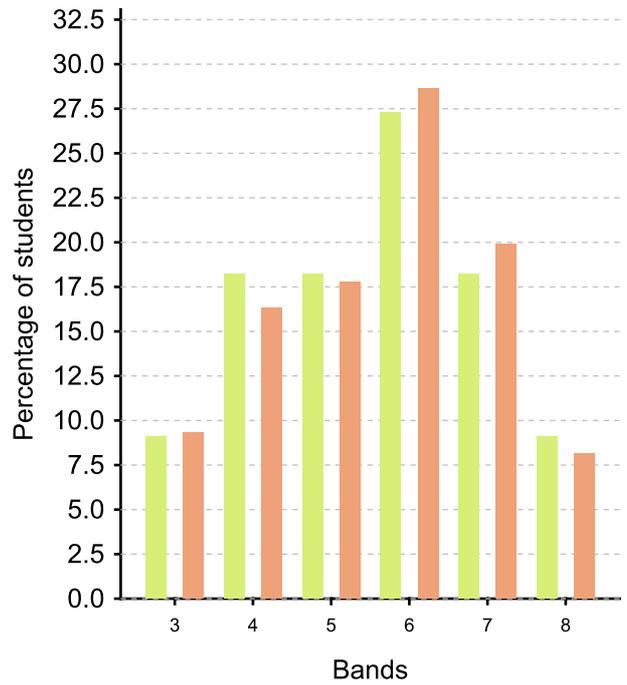
Percentage in bands:
Year 5 Reading



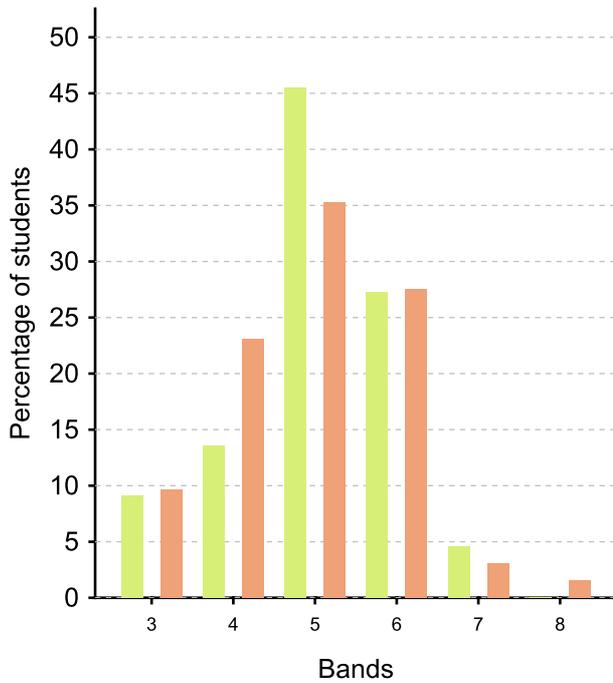
Percentage in bands:
Year 5 Grammar & Punctuation



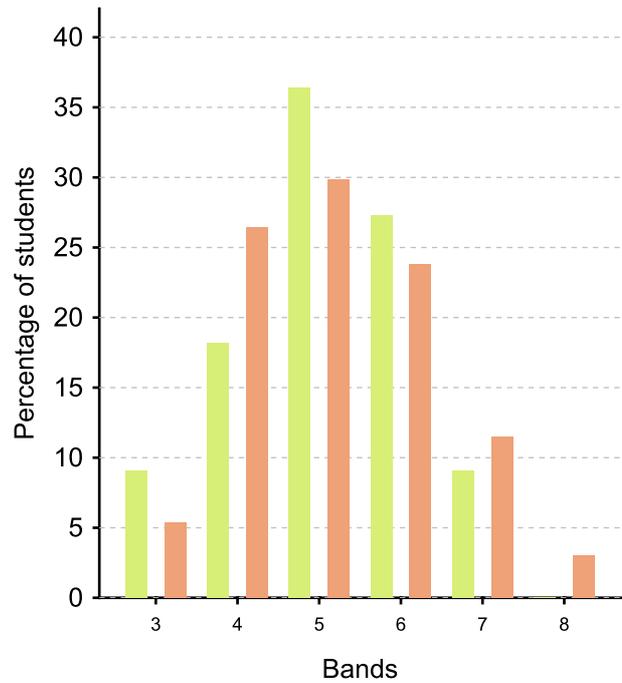
Percentage in bands:
Year 5 Spelling



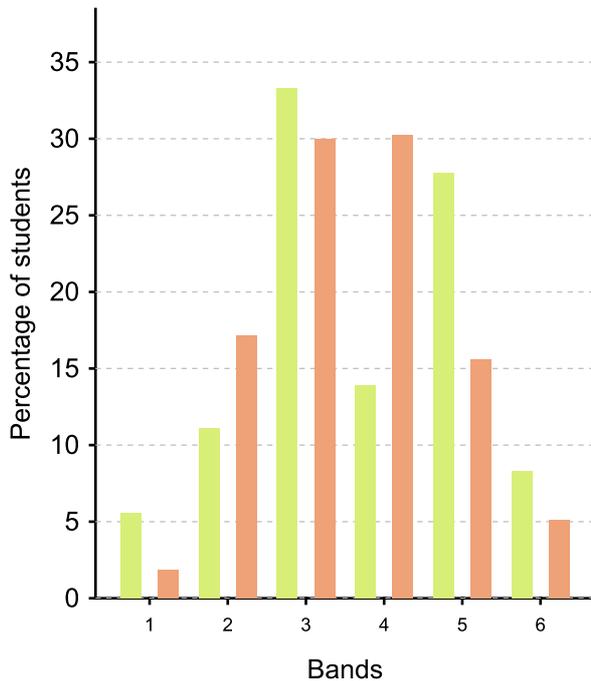
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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

Family and community networks are extremely satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups who provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families.

The school uses the SRC and P&C as the central consultation group, hosting meetings to discuss programs and policies, apply for grants and gain their ideas and feedback. Families and community members are invited to participate in school-wide training programs to support teaching and learning programs across the school.

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

96% of Kindergarten families surveyed found that the Explicit Instruction program was highly effective.

100% of parents attending the Parent workshops were highly satisfied with the communication and organisation surrounding its presentation from the

Principal and John Fleming. 100% of teachers were satisfied with John Fleming's feedback after his visit.

94% of respondents believed that the school directions were clear.

90% of the students believed that their school was a happy place to learn.

Policy requirements

Aboriginal education

Cooranbong Public School proudly celebrates Aboriginal culture and the achievements of the 7.5% of students who identify as being Aboriginal. The school maintains an inclusive and culturally sensitive approach to educating all students about Aboriginal culture, history and contemporary issues. In 2016 the school received a RAM Aboriginal Equity loading of \$10,124.00. These funds were used in the following manner:

Parent/guardian and interagency planning of MGoals for students

Resources to support implementation of cultural programs and perspectives across the key learning areas

Employment of a School Learning Support Officer to improve outcomes for Aboriginal students.

Minor expenses associated with community planning and consultation sessions regarding resource acquisition, attendance strategies, teacher professional learning and transition.

The strategies employed by the school have:

Improved the quality of teaching and learning of Aboriginal students

Strengthened support for Aboriginal students at key transition points (including readiness for transition from home to school and Year 6 to Year 7)

Improved learning outcomes for Aboriginal students

Multicultural and anti-racism education

Cooranbong Public School proudly celebrates the achievements and cultural identities of those students who have English as an Additional Language or Dialect (EAL/D). The EAL/D New Arrivals Program (NAP) has provided a teaching allocation of one day a week to support the initial learning needs of a newly arrived student to Cooranbong Public School. The school maintains a focus on multicultural education across all areas of the curriculum and works with all community members to maintain an all-inclusive and supportive school culture. A component of the RAM Socio Equity funding provided to the school was used in the following manner:

Provision of professional learning in effective EAL/Pedagogy and support strategies

Resources to support implementation of cultural programs and perspectives across the key learning areas

Minor expenses associated with community planning and consultation sessions regarding community harmony activities, resource acquisition, teacher professional learning, transition and access to support services.

The strategies activated have:

Strengthened the anti-racism and anti-bullying initiatives

Reinforced a positive and inclusive school culture