

# Coraki Public School Annual Report



2016



1644

## Introduction

The Annual Report for 2016 is provided to the community of Coraki 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 Cottee

Principal

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## School background

### School vision statement

Our school community will support the development of all our children to become socially conscious, individually aware and contributing members of society. We will guide and nurture the ability within them to be aware of both *who* they are and *how* they learn and express themselves. The school will be an environment that is happy, is safe and demonstrates respect, honesty and inclusivity. Coraki school community is resilient and honest.

We stand by the ethos of being *Stronger, Smarter—stronger* in our belief of who we are and what we believe and *smarter* in the way we use that knowledge to equip all who are connected with the school, for a fulfilling, empathetic and creative life.

### School context

Coraki Public School serves the community of Coraki and surrounds. It is the public school alternative for the town with a small Catholic School also in town. The population of Coraki is around 1500.

Coraki has a rich Aboriginal and Anglo-based history. It stands on Banjalang land which is part of the Bunjalung Country. Being on the meeting point of two major rivers in northern NSW, it has been a significant port and agricultural base since the mid 1800's. The school is 147 years old and was once a Central School.

According to the current Family, Occupation and Education Index [FOEI], Coraki PS serves a community that represents the top 5% of disadvantage in NSW. There are a high proportion of transient families yet also many families who trace long histories into the town and school. The Aboriginal enrolment is around 45%, with many of these families still being on country.

The school has a small mix of experienced and some younger staff, with a high proportion of school-funded School Learning Support Officers. A Transition to School Pre-school Programme operates at the school for 2 days per week. This was originally funded by Department of Community Services but is now staffed by DEC.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook an introductory 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.

During 2016 there were initial staff meetings and discussions around the Framework. It was introduced as a method of self-reflection and structured evaluation for our school. Within the element of Learning, Curriculum, Wellbeing, Student Performance Measures and Learning Culture staff identified themselves as 'working towards' practice. Assessment and Reporting being felt to be delivered.

To support Teaching elements within the school, there is general agreement in a need to further develop an understanding data and using this information to drive programming. This will become a focus for 2017 with the role of Instructional Leader and Assistant Principal being targeted around Professional Learning. All teachers felt they had opportunities to develop professional skills beyond their classrooms, yet given Coraki PS has a relatively small staff, the need for further opportunities to plan collaboratively was expressed strongly.

Elements of Leading in the school that were felt to be working towards delivery were Leadership and School Planning/Reporting. It was considered School Resourcing and management practices were being delivered.

It is apparent that further investigative work and understanding around the Framework needs to happen in 2017. This will be set up through explicit regular Staff Meetings and professional dialogue targeting elements within the framework itself.

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

Effective best teaching practice in Literacy and Numeracy resulting in maximum learning for all children.

### Purpose

*Strong Literacy and Numeracy skills are essential for the ability to lead a successful life for everyone. Teaching practices must be effective, cumulative and relevant to the needs of all students and produce successful and tempered results. Teachers need to be consistently assessing need, effectively planning and seeking and/or refining their own teaching practices based on individual needs.*

### Overall summary of progress

All staff continued to have support through the Early Action for Success Instructional Leader our TEN Trainer based on staff. This support came in joint analyses of student data around clusters on the Literacy and Numeracy continuums. Professional dialogue developed and key Professional Learning was delivered around where the children were achieving. Teachers developed an understanding of what is next in teaching focuses.. Through this closer monitoring of data, staff developed skills in being able to support individual learning needs and a greater capacity to teach to expectations for Grade.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data for Stage 2 and 3 children.	While there remains still a large portion of children in lower bands, trend shows some polarisation of results in Year 3 Literacy. 8.3% of students did achieve Band 6 in Reading, this had not occurred over the last 3 years. Year 5 results were inconsistent with the majority of students in Band 5.  Numeracy results for Year 5 showed no children sitting in Band 3, as has been some historical data. Polarisation was also appearing for Year 5 Numeracy.	Additional teacher and SLSO wages from Equity funding.
PLAN results, Reading levels and continuum indicators to be used K-6.	Continued data through Early Action for Success processes showed approximately 50% of students on track by the end of Early Stage1/ Stage 1. In other classes the results were spread with some concerns for the numbers of children not at expected Literacy or Numeracy clusters along the continuums.	PL for all teachers out of Equity and Low Level Adjustment.
Teacher observations of engagement in class.	Pre-developed TEN activities and an across school plan was appreciated, although time and use of personnel was a common concern. All staff continued to be concerned over levels of student engagement and inability to be flexible with changes to class learning routines.	

### Next Steps

All staff need to be fully understanding of Clusters across Numeracy and Literacy. There needs to be awareness for teachers of where to next for students. Learning intentions and self evaluation need to be strategy across all classes. The role of data in explicitly knowing students must be a focus for 2017. Data relevance and usefulness in planning must also be taken on by all staff.

## Strategic Direction 2

To implement effective Student Wellbeing strategies that support student engagement in all school learning.

### Purpose

*Children who feel supported at school, with a strong acknowledgement of their Wellbeing, are engaged more positively with their learning and are better equipped for future successes*

### Overall summary of progress

Engagement of students continued to be a general concern through the year. Specific Project Based Learning activities were a successful stimulus for across school Literacy, Science, HSIE and Numeracy work. Children were motivated by the "hands on" approach and enjoyed the whole school approach to projects. Community engagement increased during these projects with a small number of families calling in to watch showcases, school presentations and offering help with resourcing.

Positive Behaviour for Learning underwent a minor overhaul with a new school team, focuses and school-based structures. Two teachers completed training in Peer Support with a K-6 workshop model being adopted across the school. Clarification was achieved of differing roles of the Learning Support team and Wellbeing team. A permanent replacement School Counsellor for a regular one day per week had an immediate positive benefit.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Welfare, attendance and discipline data as collected by the school	While attendance data didn't show overall improvement, a drill down of the figures reflect individual complex causes and situations beyond direct school influences.	\$101 000 from Equity funds to employ additional teacher taking Project Base classes.
Anecdotal evidence from students, families and teachers around	Children commented they enjoyed the whole school activities. The Billy Cart project was particularly popular with 100% of children asked giving a comment that it positively influenced how they enjoyed school. 10% of families turned up to watch our Derby.  100% of staff believe the reboot to PBL needs to continue in momentum through next year.	

### Next Steps

A while school matrix will be developed for PBL during 2017, once priority areas are identified. As a development of the Project Base approach and data showing disparity between reading and comprehension levels, there will be a focus on Inquiry based learning. This will particularly be emphasized in Stage 3 and will be based on the new Geography syllabus.

## Strategic Direction 3

To improve the educational achievements of all Aboriginal students within our school.

### Purpose

*Many Aboriginal students in our school have formal and informal results in Literacy and Numeracy that measure consistently below expectations for age. These students often need support while engaging in school structures. The connection between school learning and later life opportunities needs to be clear, functional and supported by school, families and the wider community.*

### Overall summary of progress

Successes were mixed in Literacy and Numeracy for our Aboriginal students. 60% of Stage 2 students were within one cluster of being on track to where they should be performing for stage in Reading. Writing and comprehension results did not reflect an equivalent achievement. In Stage 3 60% were within expectation for Reading, with Comprehension and Writing cluster results not on parity with Reading. 50% of Aboriginal students were on track with Reading results. 25% of students in Early Stage one were on track within Reading. Numeracy results across the school gave similar results of achievement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data across K–6 with 80% of Aboriginal students will be placed within clusters that will not exceed an 18 month delay for age.	50% of students in Years 1, 2 and Kindergarten were within being on track in Literacy. Results for Numeracy and Literacy in Stage 2 and 3 reflect overall attendance rates.	<ul style="list-style-type: none"><li>• Low level adjustment for disability (\$62766.00)</li><li>• Aboriginal background loading (\$64388.00)</li></ul>
Anecdotal teacher assessment of student engagement to show less behaviour incidents based on non-engagement	Anecdotal comments from teachers reflect a general concern around comprehension and the correlation and reliance on oral language within classes.	
Annual attendance data to show increase in attendance for Aboriginal students	Attendance data for Aboriginal students remained constant to previous years. This reflected a small proportion of chronic non-attenders and does not take into account an overall attendance rate for Aboriginal students equal to non-Aboriginal students.	

### Next Steps

Intense small group work in Literacy and Numeracy will continue in 2017 for those children within 1 or 2 clusters to reach achievement targets for Literacy and Numeracy. Best lift is achieved for these students. Individual Learning plans will be written with further refinement for those Aboriginal students off track of achieving expected levels. An Inquiry learning approach to lessons in Stage 2 and 3 will accommodate individual interests and need for all students, with an awareness of an 8 Ways approach to be planned within all classes. Home visits to continue for those less frequent attenders.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	While there was growth and consolidation in results by Literacy and Numeracy clusters, a core of 10 students [ around 20%] are still to show evidence of achieving within expectation for grade.	Early Action for Success funding to support Instructional Leader and staff professional learning. Aboriginal Education Officer and School Learning Support Officer wages consumed to value beyond \$78 159  • Aboriginal background loading (\$78 159.00)
<b>Low level adjustment for disability</b>	School system has set a more defined and regular role of support through Learning Support Team. A general backlog of system support avenues has been caught up for those Identified students. Planning around 2017 to further support and monitor data has taken place. New school based IL appointed with budget flagged to buy additional days.	SLSO wages , additional teacher wages and Professional Learning around TEN – funds fully expended from RAM. • Low level adjustment for disability (\$62 766.00)
<b>Socio-economic background</b>	While there was growth in students achieving "On Track" results, there was a solid group of around one third who were still showing intense support was needed. It was found best lift was given by equally resourcing time to those children "almost" at expected levels without compromising time/ resource allocation To those still below grade expectation.	Additional Teacher 102021 SLSOs 60503 Additional hOurs STL 40808 • Socio-economic background (\$203 332.00)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	48	41	46
Girls	63	54	44	48

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.7	82.1	85.1	85.5
1	91.1	91.1	81.8	88.6
2	87.6	90.4	86.5	82.3
3	92.8	93.6	89.1	83.2
4	90.3	96.6	89.7	86.1
5	93.7	94.6	94.7	93.9
6	90.4	95.2	94.3	93.5
All Years	90.5	92	88.9	87.1
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

The data showing no shift represents a continued concern for both a transient based population in which moving students take longer than appropriate times to appear in new schools and settings. There has been regular contact with HSLO during the year with some cases taking several months to finalise. Individual concerns specific to student wellbeing plans and behaviour management plans also effected the data. It is not appropriate to detail these concerns, which effected potentially 10 % of our school population.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	5.74
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration & Support Staff	2.61
Other Positions	0.14

\*Full Time Equivalent

Coraki Public School employed 1 fulltime Permanent Aboriginal staff member. An additional 4 staff members were employed on a temporary or contract basis through the year.

### 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	33

### Professional learning and teacher accreditation

With funding sources through Early Action for Success and School Plan strategies, the majority of professional learning funds went into Literacy and Numeracy based around continuum and planning from data. This need will continue next year. Student Wellbeing and Aboriginal Education strategies that were included in Professional Learning funds included Peer Support, Project Based programmes and a team of 6 staff attending 8 Ways Training through Term 4. During the year and additional one teacher gained Proficiency Accreditation with 4 teachers maintaining their accreditation.



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	244 827.53
<b>Revenue</b>	1 528 119.93
(2a) Appropriation	1 484 315.05
(2b) Sale of Goods and Services	2 500.79
(2c) Grants and Contributions	39 324.01
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 980.08
<b>Expenses</b>	-1 652 029.54
Recurrent Expenses	-1 652 029.54
(3a) Employee Related	-1 515 398.27
(3b) Operating Expenses	-136 631.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-123 909.61
<b>Balance Carried Forward</b>	120 917.92

Employee related expenses were above RAM allocation for staffing. The school employed additional staff in support roles, both as teachers and Support School Learning Officers. There was no money that came through during 2016 to support the Box Ridge Transition to School programme, which meant the SLSO and resources were taken from general school costs. There were particularly high costs with employment of non-teaching staff to give in class support to children who did not qualify for Funding Support.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	825 714.00
Base Per Capita	4 502.88
Base Location	8 735.58
Other Base	812 475.53
<b>Equity Total</b>	344 257.01
Equity Aboriginal	78 158.83
Equity Socio economic	203 332.07
Equity Language	0.00
Equity Disability	62 766.11
<b>Targeted Total</b>	0.00
<b>Other Total</b>	216 842.64
<b>Grand Total</b>	1 386 813.64

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

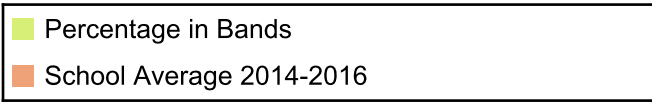
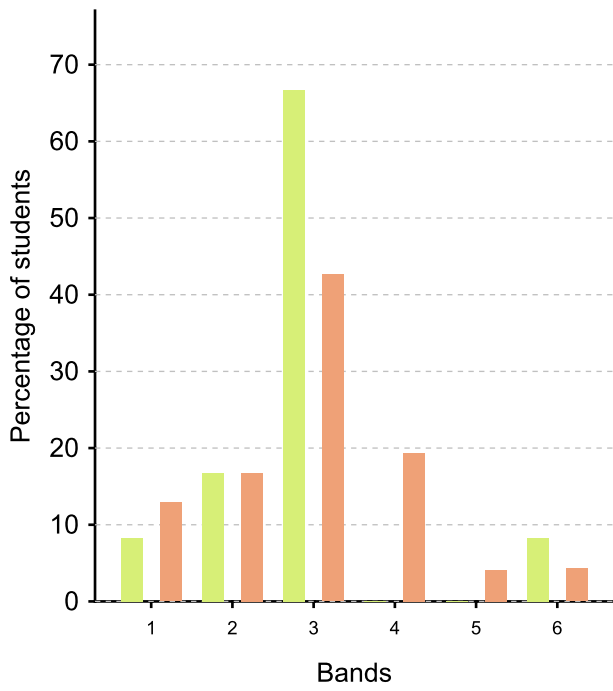
### NAPLAN

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.

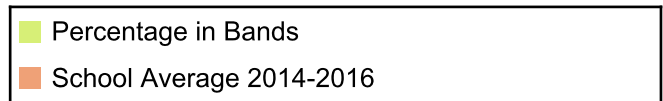
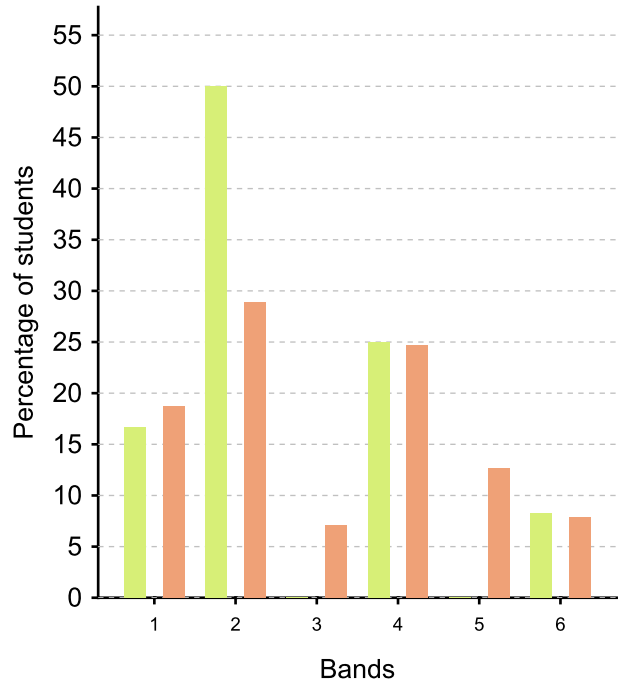
With small cohorts it is not appropriate to report on specific results. However it can be noted that, while there is continued performance across bands in both Year 3 and 5 within Spelling, Reading and Grammar/punctuation, Writing continues to show fewer results in the top bands. Writing therefore remains a focus in the School Plan for 2017.

Growth results from Year 3 to Year 5 were best in Numeracy and Grammar / Punctuation with some limited individual growth in Reading.

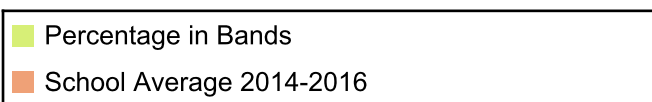
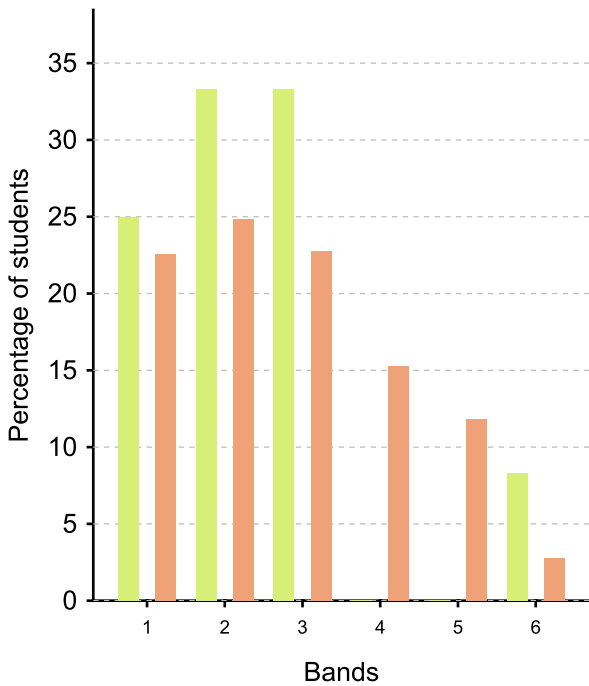
**Percentage in bands:**  
Year 3 Grammar & Punctuation



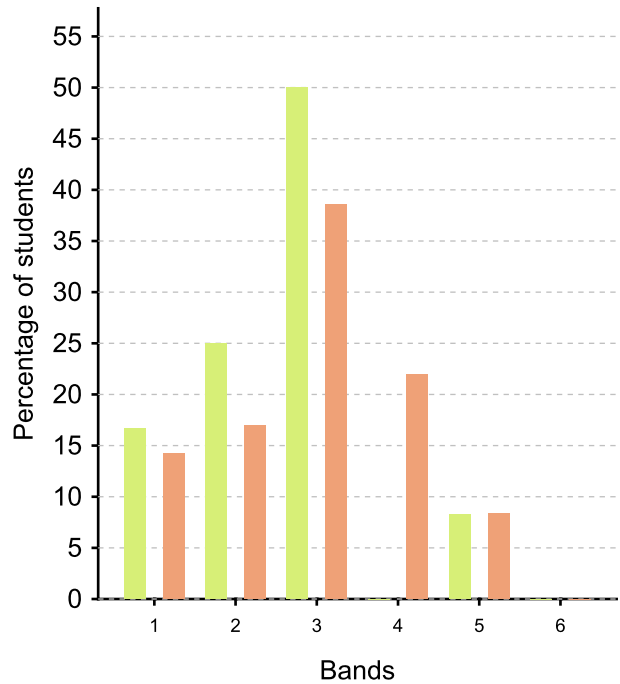
**Percentage in bands:**  
Year 3 Spelling



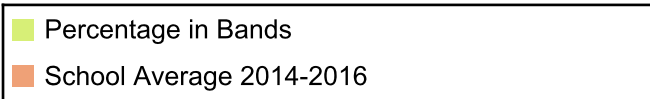
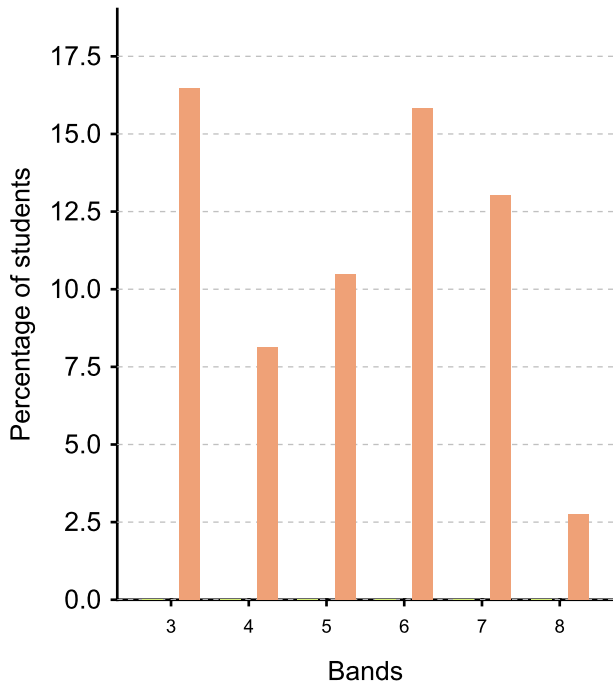
**Percentage in bands:**  
Year 3 Reading



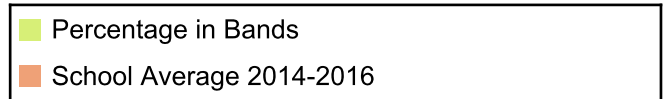
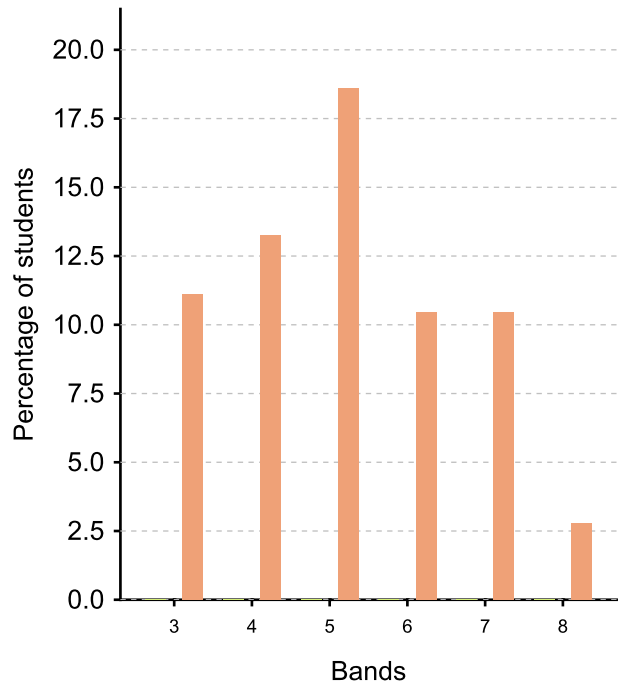
**Percentage in bands:**  
Year 3 Writing



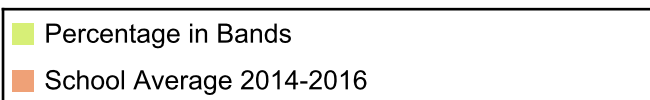
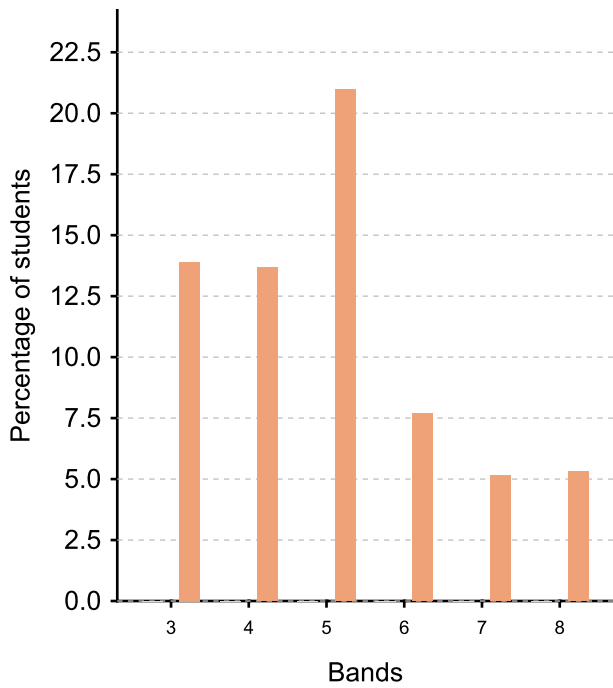
**Percentage in bands:**  
Year 5 Grammar & Punctuation



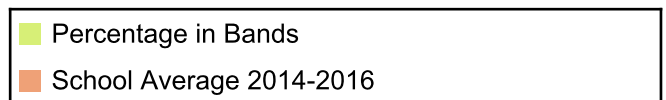
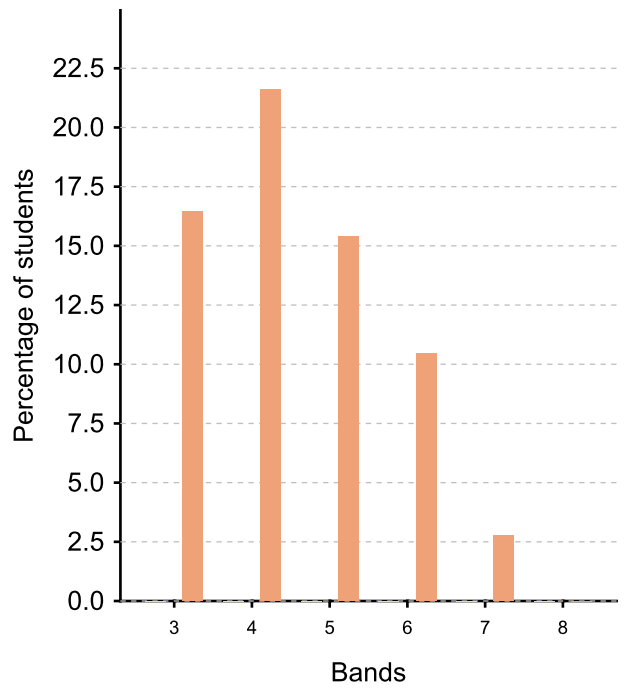
**Percentage in bands:**  
Year 5 Spelling



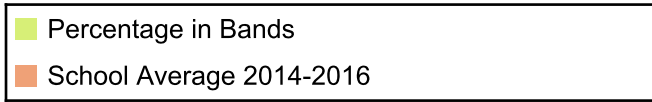
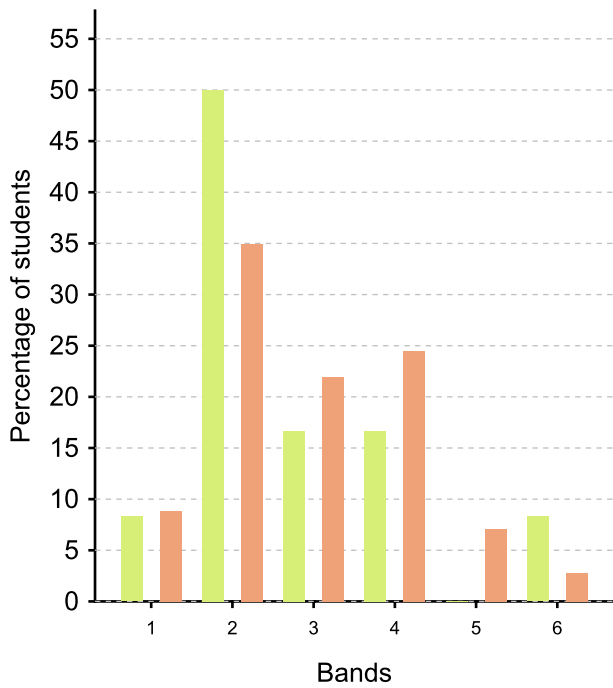
**Percentage in bands:**  
Year 5 Reading



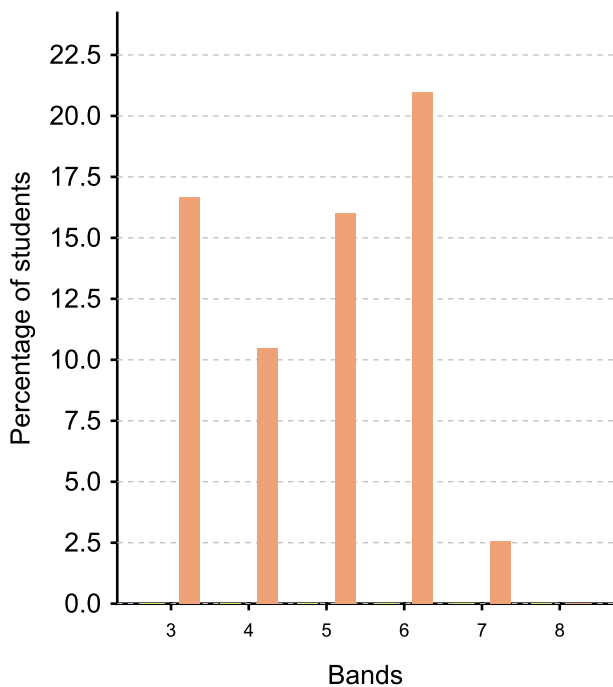
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy

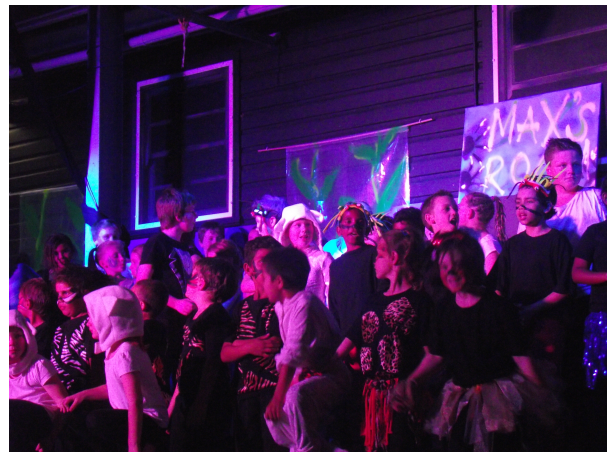


**Percentage in bands:**  
Year 5 Numeracy



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.>

NAPLAN data shows no Aboriginal students scoring in the top 2 bands of the state in Literacy and Numeracy. With small cohorts of students in these grades it is not appropriate to report on specific results. However, NAPLAN also does not fully reflect the growth of Literacy and Numeracy results for all Aboriginal students. Reading levels and Continuum assessments show generally one half of these students below expectations with the remaining students working at growth rates that are towards expected targets for grade. The support of *Early Action for Success* has encouraging results for the students in Early Stage One and Stage One in both Literacy and Numeracy. A focus on Writing and the Numeracy block times are written into our school's 2017 School Plan. Improved outcomes for Aboriginal Literacy, Numeracy and engagement also continue to be the focuses in the 2017 School Plan.



### Parent/caregiver, student, teacher satisfaction

In Term One 2017 a short Survey Monkey was given to children in years 3–6. Responses of possible concern for teachers included 57% liked being at school compared to 45% not liking school; only 52% felt they belonged at school as compared to 36% who felt they belonged only "sometimes"; and only 23% knew what their learning goals were with 47% themselves asking "What are learning goals?". The conclusions for this last question is that, as a staff, we need to help our students focus on managing their learning and being part of learning directions.

19% of students were not sure of they were learners, this also reinforces to need to make intentions and goals for lessons clear and to support our students becoming conscious of the elements that make a good learner. Learning intentions will become a focus for school directions in 2017 and beyond.

Reading was preferred and liked as a school task [63%] over Numeracy [ 58%] or Writing [53%]. The need to support Writing will continue to be a focus through Early Action for Success strategies throughout 2017.

A short Teacher survey was given also in Tem One 2017. Teachers felt more confident delivering Literacy lessons than Numeracy. Professional Learning around Numeracy to support these attitudes is planned for Tem

2, 2017 staff meetings. Generally our teachers are passionate about their jobs [ 66%]. 66% felt respected by colleagues "some of the time" with 55% feeling respected by students "mostly". Only 11% of staff were proud of the culture of the staff "most of the time". From these results it is clear that as a staff we need to make some inroads into either inclusiveness, further support or explore reason why our mostly "end of career" staff are feeling as they do. [100% of our current permanent teaching staff are aged 55+]

## Policy requirements

### Aboriginal education

Coraki Public School has a significant proportion of Aboriginal students enrolled – [around 43%]. Additional to Aboriginal perspectives being taught across all Key Learning Areas, Coraki PS has an overall school wellbeing approach based on the principles of *Stronger Smarter* philosophies. Local Bandjalang language is also taught across all classes using money available through the local Language Nest. The Box Ridge Transition to School programme has continued through 2016. Without comparative data, teachers in Early Stage One state strongly that this programme significantly positively effects Bestart data in the beginning of Kindergarten. The school contribution to this programme last year was in \$29000. Celebrations of NAIDOC, classroom yarning circles , art and employment of Indigenous School Support staff provide positive models for all our students.



### Multicultural and anti-racism education

Coraki PS has less than 2% of students enrolled with LBOTE or new arrival status. For our school, Multicultural perspectives are delivered into all Key Learning Areas as appropriate, and as by syllabus frameworks. Minor themes/topics are taught around the annual focus on Harmony Day with incidental events, Teachers' personal narratives based on travel and cultural experiences are shared with additional visiting performances showcasing multiculturalism.

We have a dedicated teacher who takes in the role of the school's Anti-racism officer. He deals with issues of a racist nature through a complaint/ negotiate / dialogue process. No formal complaints were made through 2016.