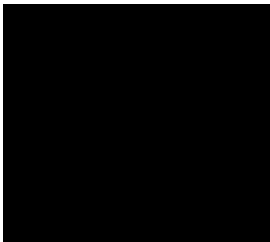


Coramba Public School Annual Report



2016



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Introduction

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

Laurel Boyd

Relieving Principal

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Message from the Principal

2016 has been a wonderful year with outstanding achievements in many areas. In literacy we achieved growth in writing above the state average for the second year running. We have focused on improvements in the area of vocabulary and seen excellent student progression along the continuum in this area. In numeracy we have students developing better understanding of place value and problem solving. 100% of students are working in maths journals and can explain their thinking. Students regularly use technology to present and research and together students are learning how to learn. 100% of students have had personal learning goals in literacy and mathematics this year and the achievement of these goals is celebrated school wide. Students' work has been shown and celebrated through assemblies, Facebook, newsletters and class awards.

We have provided cultural opportunities for students including:

- a multicultural feast at Ulong School to celebrate Harmony Day
- Interactive cultural experiences from Musica Viva and teachers from Coffs Harbour Regional Conservatorium
- Continued involvement in a variety of Orara Valley combined activities such as sport, debating and science
- An interactive NAIDOC celebration hosted by proud a Gumbayngirr man and practicum student, Elliot Keen
- Excursions to the Aquarium, Yarrahappini and Great Aussie Bush Camp.

Our school values growth and development and as part of the learning experiences we have nurtured eggs that we have grown into cheeky chickens and plants that have seen us awarded 2nd prize for our school gardens. This proves we are a growing school, where everything thrives.

A critical factor in the success of each child is the classroom teacher. At Coramba Public School I am proud to say we have dedicated, experienced and caring staff who care about each and every child. I want to publicly thank each and every one of them for the pride they show in their work, their determination to do their best and their dedication to Coramba Public School.

We identified the area of student wellbeing as a continued focus and this year saw the continuation of a social and emotional wellbeing philosophy and program called 'You Can Do It' at the school. This program assists in identifying the key skills that children need to develop for success in life. These skills include resilience, confidence, persistence, getting along and organisation. These attributes, together with staff professional learning in understanding growth mindsets and differentiation, has seen improvement in student outcomes. We have had an impressive reduction in negative behaviors this year as student reflection sheets have decreased in numbers each term.

Student leadership has been another focus area with student leaders responsible for assemblies, peer-support groups, fundraising, debating and welcoming guests. Our Year 6 students have demonstrated outstanding leadership qualities throughout the year.

This year our P&C Committee have had great success and have a fantastic reputation for their fabulous food and catering skills as well as productive fundraising. The teamwork and support from this group has demonstrated collaboration and cooperation and I want to thank you all for your hard work and support.

I know that 2017 will be another successful year for everyone at Coramba Public School.

Laurel Boyd

Relieving Principal

School background

School vision statement

Coramba Public School community promotes a purposeful learning environment where students and staff are responsible, global citizens, successful and informed learners, who actively improve their world with confidence and creativity.

Coramba Public School is known for its culture of student-centred lifelong learning.

School context

Coramba Public School is a small school located in the Orara Valley, 15km west of the regional city of Coffs Harbour, NSW. Coramba Public School has been involved in the Empowering Local Schools initiative since 2010 and are one of 229 schools in NSW implementing LMBR.

The school enrolment figures have hovered around 40 students for the last three years. There is a part time teacher allocation which includes RFF, primary part time, teacher librarian and learning and support teacher in addition to a teaching principal and a full time class teacher position.

The RAM allocation for 2017 includes the following information. The school FOEI is 133 for 2017. The isolation index is 17 children in Quarter 1 at 58.0% and 10 children in Quarter 2 at 29.5%. 18.9% of students identify as Aboriginal.

The school has a diverse community and has a proud reputation of serving Coramba for over 128 years. The community today still see Coramba Public School as the hub of the town and the school uses the local community hall for large gatherings and celebrations.

Students participate regularly in community and Orara Valley events, mixing and competing with the other schools in the Orara Valley. In recent years the Orara Valley Learning Community has worked together to offer small numbers of children to experience enrichment activities in academic areas such as mathematics, debating and science. This is expected to continue, as is community involvement in providing additional opportunities for all students. The students of Orara Valley also regularly meet to participate in sporting events and the separate schools combine to represent the Orara Valley in PSSA events such as swimming, cross country and athletics.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Learning Culture

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

Data Skills and Use

Teachers analyse and use student assessment data to understand the learning needs of students.

Leadership

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Wellbeing

School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with a disability and students for whom English is a second language). The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. There are systematic policies, programs and processes to identify and address student learning needs. There is a particular focus on improved teaching methods. Professional learning activities focused on building teachers' understandings of effective teaching strategies in literacy and numeracy.

School Resources

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Curriculum and Learning

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Learning and Development

The school has processes in place for teachers' performance and development. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Curriculum provision is enhanced by learning alliances with other schools and organisations. All classrooms are well managed, with well–planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Individual student reports include descriptions of student's strengths and areas of growth. The school achieves value added results.

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

Quality Learning Environment

Purpose

Coramba Public School is known as a successful school where students feel valued, confident with a growth mindset. The teaching is purposeful and the focus is on learning. There are systems and processes in place to meet the changing need of the students.

Everyone knows and understands the purpose of the school and actively strives for continual improvement.

Overall summary of progress

Staff and students worked on creating a common understanding of what a Quality Learning Environment is and how students learn.

Staff continued to work on a deep understanding of differentiation and planning for individual needs. Staff were involved in professional learning based on Differentiation and Inquiry Questions which resulted in the collaborative writing of units of clearly differentiated learning, teaching and reflection. The students create learning targets and personalised goals to self-assess their progress based on the tracking and achievement of "I can" statements. The school acknowledges the continual nature of learning and students understand the challenges of learning and the importance of mistakes and self reflection.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student achievement in writing and numeracy on the continuums will indicate continual improvement for ALL students by the end of 2016. 80% of students are at or above expected level in Writing K-4 by end 2016. 65% of students are at or above expected level in Place Value in numeracy by end of 2016.	The majority of students have moved up cluster levels over the year. Further work is required in this area for all students to improve in literacy, specifically in writing, and numeracy.	\$4146
Student Individual Learning Plans will have been implemented/ reviewed and modified on a regular basis.	All students have Individual Learning Plans which were reviewed. Individual Learning Plans have clearly articulated goals which were developed collaboratively with students.	\$1850
All students will self-assess their learning through their own target setting and feedback to teachers.	Students are developing the capacity to assess their own learning. Further support and guidance is required to consolidate these skills in a range of curriculum areas.	\$700

Next Steps

Staff and students need further work on 'Growth Mindsets' and effective feedback to ensure further progress by students. The whole school community needs a shared language, understanding and value of the role effective feedback plays in ongoing growth and learning. Further work is required to strengthen pedagogy in literacy and numeracy.

Strategic Direction 2

Student engagement, teaching and learning

Purpose

All students can be successful learners and capable of improving through target setting, self-assessment and explicit teaching.

'You Can Do It' Program will drive our engagement and welfare priorities. This will develop positive student learning dispositions, personal learning goals and self regulation skills.

Overall summary of progress

The continuation of the 'You Can Do It' philosophy encourages students to seek the 'Keys to Success' and develop the philosophy and skills for social, mental and educational wellbeing. 'You Can Do It' language is incorporated into daily practice, with students striving for acknowledgement of using the skills for success. The Student Welfare Policy reflects new strategies and procedures including the introduction of 'You Did Do It' tickets.

Students develop and record progress towards personalised goals in literacy and numeracy. Staff and students are encouraging self and others to strive for personal goals and student successes are celebrated within the school and at a wider community level. Students are setting and monitoring their progress towards both short-term and long-term goals.

Peer Support groups and lessons were established following explicit teaching of collaborative learning and team work skills. Year 6 students completed leadership training to implement and run weekly peer-support lessons to engage younger students and help them achieve their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students achieving personal goals and recording success in work books. Students use language of learning and how to learn.	Students are beginning to use evaluative language in relation to their learning. Further work is required to build teacher capacity to give timely and effective feedback.	\$2500
Students can articulate and demonstrate the 5 'Keys to Success' from the 'You Can Do It' Program.	Students demonstrate some aspects of the 'Keys to Success' in their learning and behaviour. An evaluation of this program is required.	\$100

Next Steps

The 'You Can Do It' Program needs to be evaluated and clear tracking systems need to be implemented to measure student growth in key areas of 'You Can Do It' Program.

Students need to further consolidate their skills in self-assessment and self-evaluation. Students and teachers need to strengthen their ability to give and receive feedback in all curriculum areas.

Strategic Direction 3

Professional Learning

Purpose

Professional learning is an ongoing, necessary part of working within schools and is seen as an important part of effective teaching. Staff will seek out evidence based best practice, continually learn and develop an excellent school.

Overall summary of progress

Staff collaborate, reflect and work together to enhance, improve and reflect on “best practice” both within the school and the Orara Valley Learning Community. Staff use the School Excellence Framework, CESE documents and AITSIL website to evaluate their professional practice and set goals.

Staff take personal responsibility for undertaking professional learning and produced a personal Professional Learning Plan. Staff participated in professional learning on curriculum differentiation, Growth Mindset, syllabus implementation, data collection and L3 as well as observing other teachers in other schools. Staff are communicating and collaborating with colleagues in the school and the Community of Schools.

Staff explicitly taught the skills of problem solving in mathematics. Students are using Newman’s Analysis problem solving strategies and working in mathematics journals to show their working out and articulate their thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff will collaborate, reflect and work together in school to enhance, improve and reflect on each other’s teaching practice by Term 4 2016	Staff engaged in professional dialogue on teaching practice as part of ongoing staff meetings.	\$500
Staff will undertake ongoing training and reflective practice to increase their own capabilities in meeting the needs of today’s students by collaborating with other teachers in other schools.	Staff participated in numerous professional learning activities with colleagues within the Orara Valley Community of Schools.	\$3250
Staff will integrate theory and evidence based best practice pedagogy in their classrooms by the end of 2016.	Some aspects of evidence based best practice are in teaching and learning programs.	\$450

Next Steps

Staff professional learning to focus on the elements in the CESE document "What Works Best" with a particular focus on high expectations, feedback and collaboration.

Professional learning to be based on the Action Learning Cycle using evidence to drive all teaching and learning programs.

Focus on implementing best practice in pedagogy in writing and the number strand in numeracy.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Teachers collaborated with parents/carers and students to develop Personalised Learning Pathways.	\$3, 555
English language proficiency	Learning goals set and achieved that were appropriate to student needs.	\$3, 554
Low level adjustment for disability	Individual Education Plans included clearly articulated goals.	\$25 842
Quality Teaching, Successful Students (QTSS)	Teachers engaged in collegial discussion and developed a deeper understanding of the Quality Teaching Model.	\$2,040
Socio-economic background	Teachers upskilled in how to differentiate curriculum.	\$39 477

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	20	16	16
Girls	31	27	23	21

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	97	88.2	95.3
1	92.6	96.1	94.9	97.8
2	95.3	94.5	94.8	92.9
3	96.1	96.2	83.4	93.2
4	94.4	97.9	91	96.3
5	95.8	97.1	92.3	92.5
6	94.2	92.5	95.8	95.5
All Years	95	95.7	91.4	94.4
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

Management of non-attendance

Attendance has remained steady over the past four years. Student attendance is monitored regularly and follow up occurs where necessary.

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	0.02

*Full Time Equivalent

We had an Aboriginal SLSO working at the school for two hours per week during Semester 2.

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

All staff were involved in a variety of professional learning opportunities throughout 2016. A total of \$1 309 was spent on teacher professional learning. All staff deepened knowledge of the new English, Geography and History Syllabi and had a close examination of teaching strategies for place value and problem solving in mathematics. 100% of staff participated in the Orara Valley Learning Community Differentiation Project. Staff continues to be involved in regular and ongoing professional development and learning as a regular part of teacher professionalism.

Currently one temporary teacher is working towards accreditation at the Proficient standard as required by BOSTES.

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

Financial summary

The information provided in the financial summary includes reporting from 28 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	65 184.24
Revenue	564 786.63
(2a) Appropriation	536 621.98
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	27 312.64
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	852.01
Expenses	-530 092.00
Recurrent Expenses	-530 092.00
(3a) Employee Related	-469 343.29
(3b) Operating Expenses	-60 748.71
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	34 694.63
Balance Carried Forward	99 878.87

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	409 773.22
Base Per Capita	2 047.95
Base Location	1 950.00
Other Base	405 775.27
Equity Total	77 085.18
Equity Aboriginal	3 553.59
Equity Socio economic	39 477.31
Equity Language	8 211.95
Equity Disability	25 842.33
Targeted Total	39 617.48
Other Total	2 053.42
Grand Total	528 529.30

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.

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The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Literacy – NAPLAN Year 3 (including Reading, Writing, Spelling and Grammar and Punctuation)

In the NAPLAN in literacy in 2016, 7 Year 3 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

Numeracy – NAPLAN Year 3

In the NAPLAN in numeracy in 2016, 7 Year 3 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

Literacy – NAPLAN Year 5

In the NAPLAN in literacy in 2016, 6 Year 5 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in literacy.

Numeracy – NAPLAN Year 5

In the NAPLAN in numeracy in 2016, 6 Year 5 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

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.

In 2016, School Satisfaction Surveys were sent out to staff, students and parents. Some of the results include:

100% of parents agreed the school is attractive and well resourced.

100% of parents agreed the school is friendly, tolerant and accepting of students.

100% of parents agreed the school offers challenging programs and 'You Can Do It' is effective.

100% of staff agreed the school provided appropriate time and support for collaborative professional learning.

80% of students agreed that the school caters for the needs of all students.

Parents/carers are generally positive about the range of opportunities available to students and would like to see further feedback on student development and progress.

Policy requirements

Aboriginal education

Aboriginal education

In 2015 Coramba Public School received \$3554 in Aboriginal funding. This has helped provide time for teachers to create Personalised Learning Pathways (PLPs) for students and liaise with parents to work together to meet the needs of Aboriginal students. Throughout 2016 students have continued to use our outdoor Indigenous Learning Area and develop a deeper understanding and appreciation for Aboriginal culture and perspectives.

All classes implement Aboriginal perspectives, texts and syllabus outcomes into class programs and activities.

The addition of an Aboriginal SLSO has provided students with extra support and attention to student wellbeing.

Our NAIDOC celebrations were successful with students participating in group activities to deepen their understanding of our local Aboriginal Community through a local perspective.

Multicultural and anti-racism education

Multicultural perspectives are incorporated across the curriculum by promoting inclusivity and acceptance of diversity and understanding of other cultures. We promote active citizenship and encourage children to tackle issues such as racism and discrimination through education and teaching and learning programs. A highlight was joining other Orara Valley Schools at Ulong Primary School for Harmony Day. Students dressed in cultural outfits, participated in various activities and enjoyed a variety of cuisines at lunch time.