

Coutts Crossing Public School

Annual Report



2016



1666

Introduction

The Annual Report for 2016 is provided to the community of Coutts Crossing 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

Coutts Crossing Public School is a school where each child's potential is maximised through the presentation of quality programs.

School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and four classes of students. The school has an enrolment of 80 students at the beginning of 2016.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school has recently concluded two National Partnerships programs –the Reform Extension Initiative (2011–2012) and Improving Literacy and Numeracy National Partnership (2013–2014). The school is participating in Early Action for Success during 2015–2016 with a focus on K–2 Numeracy and gaining an assistant principal position. This program has been extended until 2020, broadening the focus on literacy and numeracy K–3.

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.

At the beginning of 2016, the school was in a period of transition with many staffing changes. The school self-assessment rated itself at 'Delivering' in most **Learning** elements, with the elements of *Learning Culture* and *Student Performance Measures* rated at 'Sustaining and Growing'. The school selected the rating of 'Delivering' in all **Teaching** elements, with the exception of *Collaborative Practice* and *Professional Standards* due to the mix of new staff. Throughout 2016, staff cohesiveness has strengthened and these elements would now be assessed at 'Delivering' as well. In the **Leading** elements, the school rated itself at 'Delivering' for *Leadership* and at 'Sustaining and Growing' in all other elements. During improved staff stability with additional permanent staff appointed during 2016, the school staff has continued to consolidate and develop strategies to enhance school excellence.

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

Healthy Mind

Purpose

In developing each child's potential, it is very important to develop a **healthy mind**. This includes explicit teaching to support essential literacy and numeracy skills, as well as developing the 21st Century Learning Skills of Communication, Collaboration, Critical Thinking and Creativity.

Overall summary of progress

Our school focus on a Healthy Mind has led to many improvements for our students in 2016. Our continuation with the Early Action for Success program and instructional leader has highlighted progress towards meeting the three-year plan targets and student numeracy data K–2 shows strong growth. Tiered interventions for students and close monitoring of student data have become embedded in our school culture. Writing has continued as a school focus with assembly awards highlighting student writing successes with specific professional learning for staff and more detailed feedback related to student writing tasks. Teachers have also been investigating and sharing teaching strategies for 21st Century teaching and learning with positive impacts in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All K–2 students tracked against the Numeracy Continuum (EAfS Strategy). All K–2 students meet or surpass grade appropriate levels within the numeracy continuum.	All students K–2 are tracked against the numeracy and literacy continua. Tiered interventions are set in place to support all students. Improved K–2 numeracy results overall.	Instructional Leader (EAfS) and School Learning Support Officer <ul style="list-style-type: none">• Aboriginal background loading (\$6301.00)• Low level adjustment for disability (\$3995.00)• Socio-economic background (\$30000.00)• Early Action for Success (\$27000.00)
All students at or above National Minimum Standard in Writing using NAPLAN criteria marking scale.	Improvements gained with 95% of students at or above National Minimum Standard, showing growth from 81% in 2015.	<ul style="list-style-type: none">• Teacher Professional Learning (\$2704.00)
All classroom teachers share and explicitly embed 21st Century learning skills with teaching programs and classroom practice.	All classes well supported with technology infrastructure and professional learning and support to embed 21st Century learning skills in classrooms.	<ul style="list-style-type: none">• Support for beginning teachers (\$13378.00)• Socio-economic background (\$54000.00)

Next Steps

While continuing with the Early Action for Success instructional leader position in 2017, it will be in a reduced capacity (from a full-time position down to two days per week). The school will develop support structures for teaching staff and student tracking, highlighting sustainability for staff. The scope of Early Action for Success has also expanded to include Literacy and Numeracy K–2 with monitoring of year three student data. Teachers will further embed writing strategies and track all students K–6 on the writing continuum. Staff will also embed 21st Century teaching and learning strategies in classroom lessons to expand student capabilities and engagement.

Strategic Direction 2

Healthy Body

Purpose

In developing each child's potential, it is very important to develop a **healthy body**. This includes developing healthy habits, attitudes and knowledge about the benefits of healthy eating, growing healthy food and regular exercise.

Overall summary of progress

Our school focus on a Healthy Body has led to many improvements for our students in 2016. Our focus on fitness and audit of student sport utilising the Physical Literacy continuum, has highlighted a need for a school scope and sequence of physical activity. Our healthy eating and gardening program has progressed well with students utilising grown fruit and vegetables in classroom cooking programs. This has been supplemented by additional healthy eating class activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular fitness sessions are embedded as a routine within the school timetable for all classes and all children.	Regular fitness is a routine part of the school for all classes and cost is not a barrier to student participation in any school sport, including the School Swimming and Water Safety Program.	School Swimming and Water Safety Program • Socio-economic background (\$10000.00) • Sporting Schools Grant (\$2600.00)
All students are involved in gardening and maintaining the school gardens to grow healthy foods, developing an appreciation for healthy fresh food.	Students involved with school garden to grow herbs, fruit and vegetables for healthy cooking lessons.	• Socio-economic background (\$2000.00)
All classes prepare, cook and dine on healthy meals with seasonal vegetables from the school garden.	All classes involved in healthy cooking classes for three terms utilising fruit and vegetables grown in the school garden.	• Socio-economic background (\$3000.00)

Next Steps

The next steps in the healthy body focus will see the school develop a plan of physical fitness and sports opportunities for our students, utilising Sporting Schools grants. The school will also set up a fitness trail for student fitness sessions. A plan will also be embedded and responsibilities set for gardening to align with the class cooking program, to streamline the healthy growing and eating aspect of this strategic direction.

Strategic Direction 3

Healthy Spirit

Purpose

In developing each child's potential, it is very important to develop a **healthy spirit**. This strategic direction includes developing a positive culture in our school. It will emphasise resilience, student voice, friendship, social skills and self-esteem for all students.

Overall summary of progress

Our school focus on a Healthy Spirit has led to many improvements for our students in 2016. The school re-established a Student Representative Council with regular meetings giving students a voice regarding school activities, fund-raising and student initiatives. The school has embedded our Positive Behaviour for Learning (PBL) values within our school culture. We installed a Buddy Bench at school as a visual cue for students seeking support from their peers and this is working well. Students and parents are now able to use the Sentral parent and student portals to access student data on school rewards as well as other student data. There has been a low take-up of this function by parents to date.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All classes are represented in regular Student Representative Council meetings and have a voice to discuss school issues related to wellbeing and being part of a happy school.	Students are engaged in regular SRC meetings with a voice in school matters. Staff training in preparation for Peer Support program to commence in 2017.	• \$4000 (Socio-economic background funding)
All students can identify all four PBL values and relate them to playground and classroom behaviours.	The school Positive Behaviour for Learning (PBL) values are understood as part of school culture. No suspensions were required in 2016 and very few detentions or behaviour levels were required to support positive school behaviour.	• Socio-economic background (\$2000.00)
A system is in place whereby students can access up-to-date information about their positive behaviour slips and how close they are to the next positive behaviour level.	All students and parents are able to access current positive levels and awards but there is a low uptake by parents using the system.	• Socio-economic background (\$3000.00)

Next Steps

To continue to strengthen student voice, the school has joined the Peer Support program with training for staff completed and we will implement this program for our students in 2017 to develop confidence, social awareness and leadership capabilities. This will also serve to highlight and further embed our PBL values for our students. We will link the Peer Support lessons back to our PBL values. The school will promote, measure and then re-assess the digital system used for parents and students to access reward system data throughout 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school Aboriginal background loading has contributed to employing a student learning support officer (SLSO) to support Aboriginal students in the classroom and with the MultiLit program.	<ul style="list-style-type: none"> • Aboriginal background loading (\$6 301.00)
Low level adjustment for disability	The low level adjustment loading has contributed to employing a student learning support officer (SLSO) to support students in the classroom and with the MultiLit program.	<ul style="list-style-type: none"> • Low level adjustment for disability (\$3 995.00)
Quality Teaching, Successful Students (QTSS)	This staffing allocation allowed greater opportunities to coach and mentor staff as well as establish greater collaborative practices.	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 993.00)
Socio–economic background	This funding supports a number of student programs highlighted within the school strategic directions so that socio–economic disadvantage is not a barrier to students achieving success in academic, sporting or cultural school activities. Funds also subsidised excursions, activities and opportunities for student educational programs.	<ul style="list-style-type: none"> • Socio–economic background (\$86 439.00)
Support for beginning teachers	This funding has provided additional release from face to face teaching for our beginning teacher and provided additional mentor support.	<ul style="list-style-type: none"> • Support for beginning teachers (\$13 378.00)
Early Action for Success	This funding has primarily supported our Healthy Mind strategic direction with a key focus on K–2 numeracy, but expanding to support literacy and numeracy focus areas. Interventions have included supporting staff training in the Language, Learning Literacy (L3) program, leading Targeting Early Numeracy professional learning, data maintenance, in class support and providing tiered interventions.	Instructional Leader <ul style="list-style-type: none"> • Early Action for Success (\$47 715.00)



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	32	36	32	41
Girls	30	38	41	46

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	95.6	93.1	91.1
1	90.8	94.6	89.7	93.3
2	93.3	89.8	92.6	91
3	92.9	94.8	90	95.6
4	96.1	95.1	92.5	89.2
5	94.7	97.2	92.2	92.5
6	91.2	94.6	87.9	95.5
All Years	92.9	94.4	91.5	92.3
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 is marked daily. All absences and parent notifications are recorded. Students who have an unsatisfactory attendance or notification rate will receive reminder notices sent to parents requiring an explanation. Further concerns may be followed up with a parent interview. Parents are informed of absences in student reports sent home each semester.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.1

*Full Time Equivalent

In addition to the positions indicated in the workforce composition table, the school received a full-time instructional leader under the Early Action for Success program throughout 2016.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The Indigenous composition of the workforce at Coutts Crossing Public School is 0%.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

Professional Learning at Coutts Crossing Public School reflects the school's identified strategic directions and staff performance and development plans. All teaching staff members have received additional professional learning throughout 2016. The school has supplemented the NSW Department of Education Teacher Professional Learning funds of \$2704 with additional school funds with a total of \$12 753.73 spent on professional learning including teacher casual salaries in 2016.

Professional learning in 2016 included Early Action for Success training and regular updates, 'Language, Learning, Literacy' (L3), Targeting Early Numeracy (TEN), Configurator 2 Update, School Excellence Validation Peer Principal training, Principal Panel

Member on Teacher Accreditation Authority Panel for Highly Accomplished and Lead, Peer Support, Leading a School Choir in Primary Schools, School ICT Coordinator Induction, IMEX Incident Management Exercise for School Executive and the EduTech Conference. In addition, all staff have had the benefit of having our Instructional Leader on staff this year to support numeracy strategies through team teaching, demonstration lessons and in class support. Staff have developed Performance and Development Plans to guide their professional learning. All staff have completed professional learning in relation to the School Excellence Framework, WH&S Emergency Management and staff safety inductions, Numeracy Strategies, Physical Literacy Continuum, Anaphylaxis and Resuscitation, Child Protection update, Code of Conduct and student wellbeing systems training during staff development days held by the school.

One member of staff has completed the first full cycle of accreditation maintenance at Proficient and is working at gathering evidence to seek accreditation at Highly Accomplished. Two staff members are preparing evidence to apply for accreditation at Proficient.

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

Financial information

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

Income	\$
Balance brought forward	143 252.59
Global funds	104 525.40
Tied funds	153 832.32
School & community sources	23 982.17
Interest	2 639.10
Trust receipts	170.00
Canteen	0.00
Total income	428 401.58
Expenditure	
Teaching & learning	
Key learning areas	7 861.48
Excursions	6 945.00
Extracurricular dissections	26 371.56
Library	1 969.88
Training & development	12 753.73
Tied funds	165 502.74
Short term relief	14 236.32
Administration & office	33 539.42
School-operated canteen	0.00
Utilities	17 712.89
Maintenance	4 443.35
Trust accounts	170.00
Capital programs	51 857.83
Total expenditure	343 364.20
Balance carried forward	85 037.38

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.

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.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The proportion of student results in one of the top two bands in NAPLAN reading or numeracy rose from 5% overall in 2015 to 16% overall in 2016. This result showed a 13% increase for reading and a 9% increase for 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, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Using the Tell Them From Me survey tool, school staff rated all eight drivers of student learning as high with particular strengths in leadership, school learning culture and inclusive practices. Staff also rated each of the four dimensions of classroom and school practices highly. All survey ratings were higher than Centre for Educational Statistics and Evaluation norms for NSW schools.

Although not reaching the minimum number of parent responses using the Tell Them From Me survey tool, anecdotal feedback has shown great support from our parent community. All forms of parent feedback have been positive and supportive.

Using the Tell Them From Me survey tool, students in grades 4–6 have indicated;

- 90% of students had a high sense of belonging. The NSW Government norm for these years is 81%.
- 100% of students value School Outcomes. The NSW Government norm for these years is 96%.
- 100% of students tried hard to succeed. The NSW Government norm for these years is 88%.



Policy requirements

Aboriginal education

Our school has implemented the Aboriginal Education and Training Policy and we are working towards meeting the NSW Premier's priority to increase the number of Aboriginal students in the top two bands in NAPLAN tests. The school has targeted resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all key learning areas. Coutts Crossing Public School received RAM Equity Aboriginal funds in 2016 and have used these funds effectively to support students in their classrooms with a School Learning Support Officer, co-funded with other school program funds.

School programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

This year the school was able to organise a Goorie Culture Day with local Indigenous artists, artefacts and performances. Students were engaged with a wide range of Aboriginal cultural activities including Indigenous sports and games, storytelling, fibre craft, jewellery and coolamon preparation as well as dance, art and face painting. The day was well attended by family and community members. Thank you to Lisa Southgate and Leah Fowles for their organisation of this special day.



Multicultural and anti-racism education

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE students studied customs and beliefs from other countries.

All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has a trained Anti-Racism Contact Officer who deals with any identified concerns around racism.