

# Coffee Camp Public School Annual Report



2017



1583

## Introduction

The Annual Report for **2017** is provided to the community of **Coffee Camp 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 Varcoe

Principal

### School contact details

Coffee Camp Public School

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Coffee Camp, 2480

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### Message from the Principal

2017 has been another successful year for the students of Coffee Camp Public School, achieving great personal successes in academics, sports and the creative arts.

The Coffee Camp Parents and Community once again displayed enthusiasm and an amazing sense of pride in their school resulting in a positive year for all the children and fabulous fundraising ventures.

Special thanks to our amazing staff Desley, Ray, Jenny, Iris, and Jaimee as the teaching staff and Sandra, Ellie, Ray S, Darren, Rob, and especially Ros who has had an incredibly big year, their commitment to the school and children and it is their dedication and sincere support to make this a very special place to be throughout the year.

Finally I would like to farewell Year Six for their adventure into High School. You are very enthusiastic, loyal, creative and caring students who display amazing empathy and talent.

## School background

### School vision statement

At Coffee Camp Public School students, staff, parents and community will all work together to provide a safe, caring and supportive, environment, that nurtures and encourages success and life-long learning.

Students will be encouraged to respect themselves and others as worthy and capable individuals that can be resilient in all situations

### School context

Coffee Camp is a three teacher school located 11km south of Nimbin. The area is low socio-economic with a variety of social issues. These facts are important and help to determine the programs that the school runs to cater for the needs of its students and the school community.

Coffee Camp school will continue to view student welfare issues as our “core” business and will continue to be a major focus area in the school. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will become embedded in our school culture. Areas such as discipline, mental health and anti-bullying that affect the acquisition of literacy and numeracy will become a partnership of responsibility between parents, students and staff.

Coffee Camp school will focus on the implementation of Literacy and Numeracy, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp school will continue to foster participation in, and a love of the performing arts. We have a very successful band and choir.

Coffee Camp school community will actively and proudly participate in our “Big Scrub” Community of Schools and will ensure successful transition to High School for all students.

## 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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The school and community have been consciously and intentionally working towards the development of a positive culture, where students, staff and community are encouraged to contribute and participate in the learning of the children. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. Transition into Kindergarten and on to Year 7 is a personal process which is designed in co-ordination with the students, parents and schools. Attention to individual learning needs has been another component of our progress throughout the year. Students, with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Students who have not made significant gains or growth have been targeted as following the premiers targets and have been engaged through Project Based Learning and targeted Literacy groups.

Our main focus in the domain of teaching has been using Assessment for Learning Professional Development Year 2 to review teaching and learning practice and provide useful feedback to students. Teachers are building and using skills in the analysis of lesson observation, student feedback, learning intentions and using this data to guide adjustments, adapt classroom strategies, and plan learning goals. These are regularly communicated to the community. Teachers at all stages of their career actively plan and participate in their own professional learning to improve knowledge and practice.

This is aligned to the negotiated school plan for teacher professional development, formalising with Professional Development Plans and developing personal goals.

In the domain of Leading, our focus has been with both students and Staff of Coffee Camp Public School. Links across schools in the Community of Schools are accessed to achieve this. Collaboration with the community enhances the opportunities for staff and students and enriches the school. The community has input into the school planning process as well as the development of the vision and strategic directions. Diversity is acknowledged, welcomed and integrated. Staff members have been provided opportunities in the Community of Schools to build capabilities to lead staff from other small schools in the district.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

QUALITY COMMUNITY – Collaborative and innovative learning community.

### Purpose

Engage with our community of schools to ensure educational, social, emotional and personal growth by providing coordinated opportunities for students, staff and school communities.

Build confidence, capacity, leadership and sustainability for students, staff and parents.

### Overall summary of progress

Our collaboration with neighbouring schools continues to be an important sporting, social and academic aspect of the school year. Students and teachers benefit greatly from the integration, both socially and resulting in confidence to all parties.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Targeted Professional learning for all staff is provided by all collegial meetings (TPs, TOTs and Infantry). Individual leadership of these meetings is developed and evident.	Professional Learning funds for relief and course fees. \$8000	Professional learning has been reflected in teaching programs.  Staff has articulated and shared professional learning with colleagues provided through LaST training, TPs, TOTs and Infantry days.
All students have the opportunity to successfully engage in enrichment activities.  Create pathways for all students K–6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.	No funds required	All students successfully participated in some if not all opportunities provided through the Terania District Learning community.  Students also competed in the Rivers Sporting Challenge which resulted in engaging with Town Schools.  Parents expressed a high degree of satisfaction in these cooperative events.
Formative assessment will be embedded in all classrooms.	No funds required	Completed Year 2 (final year) of Assessment for Learning with Community of Schools. Resulting in collaborative professional development across schools and teachers.

### Next Steps

Not only will we continue to participate in Community of Schools activities, we will explicitly promote the importance of these opportunities and the value of continuing to access them.

Professional learning structure has worked well and we will continue in the 2018–2020 plan to focus on school and community of school professional development structures.

## Strategic Direction 2

### QUALITY STUDENTS Nurturing the Whole Student

#### Purpose

Enable the whole school community to work together to support student's wellbeing by building a positive school community that promotes feelings of belonging, connectedness and life-long learning.

Build capabilities for students to take responsibility for their own learning pathways by providing a rich, safe, differentiated learning environment.

#### Overall summary of progress

2017 saw the implementation of Project Based Learning across Stage 2 and 3. This built on the skills gained from Assessment for learning, developing Learning Intentions and students free choice projects that were previously completed. This has worked well with the Stage 3 students and has allowed for extension in Literacy.

Students have individual plans written for them. The continuum was used successfully in Early Stage 1 and Stage 1 and will continue to be used across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students with negotiated learning plans reflecting learning goals.	No funds required	Students have completed goals throughout the year and part as the LaST program.
80% of Students achieving at or above state growth levels in NAPLAN testing.	No funds required	Individual Learning Plans and classroom activities have been focused on students needs and abilities allowing for greater growth. We will continue to monitor NAPLAN and PLAN data and classroom data to achieve future improvement measures.
Student free choice projects presented to school community with written feedback from peers and parents.	No funds required	Students participated in Project Based Learning. All students from Year 3 to 6 and some Year 2 students had the opportunity to create projects through out 2017.  Students presented projects to the staff, students and parents, proving to be a very successful program.

#### Next Steps

2018–2020 School Plan will continue focusing on Project Based Learning, linking this to the curriculum. Individual student goals will be developed and negotiated with each student, staff and parents early Term 1 in 2018.

### Strategic Direction 3

QUALITY STAFF Innovative teachers leading learning

#### Purpose

Build the capacity for staff to develop improved teaching and learning practices through negotiated, targeted professional learning to improve and enhance student learning outcomes.

Enhance knowledge of Teaching Standards and Quality Teaching framework to build capabilities for staff to achieve accreditation and progression.

#### Overall summary of progress

Staff have completed training on Professional Development Framework which has resulted in strategies embedded in school milestones and individual professional plans. Staff have completed training in Assessment for Learning and individual courses that have been targeted through the PDP process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have a Performance and Development Plan (PDP) stating negotiated personal goals, career pathways, areas for improvement and demonstrated Teaching Standards elements.	No funds required	All staff are developing the process to collect evidence towards achieving identified learning goals in PDP's process.
Staff survey reports opportunities to demonstrate leadership capabilities, obtain accreditation and understand the pathways for progression.	No funds required	Staff have demonstrated leadership capabilities through Planning and running both Infantry and TOTs.

#### Next Steps

The whole school will continue with the PDP process with more formal meetings twice a term. PDP goals will be linked to standards and a greater awareness of evidence of meeting standards will be produced.

Increased commitment has been made to maintain plan data and regularly track student learning growth.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9624 • (\$9 624.00)	Great improvements were observed in our students identifying as Aboriginal. Good Literacy results in NAPLAN support this. Increased confidence in Mathematics also resulted.
<b>Low level adjustment for disability</b>	\$4432	Students benefitted from the support in individual teacher/student time which enabled them to access the Literacy curriculum more successfully.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4672	Funds used to support staff in classroom observations related to Assessment for Learning
<b>Socio-economic background</b>	\$4562	Funds supported the school plan strategic direction to increase participation in the school of community members.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	38	35	34	32
Girls	41	36	29	28

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	85.9	91.9	91.4	86.2
1	98	93.4	87.5	92.9
2	91.9	94.8	93.8	90.8
3	92.3	90.9	91.4	91.4
4	92.7	92.6	90.3	84.5
5	94.4	92.6	91.3	84.8
6	93.5	90.5	91	81.7
All Years	92.8	92.1	90.9	85.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Accurate rolls are kept in each class. Parents/caregivers are required to provide reasons for all absences within one week of it occurring. Unexplained absences are followed up by staff through parent contact. Individual student absences are monitored, with families provided with support to improve attendance. This may be in school programs or involve the DEC Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

\*Full Time Equivalent

One teaching staff member recognises as Aboriginal.

### 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	0

### Professional learning and teacher accreditation

Professional learning and teacher accreditation School focus areas included Year 2 of Assessment for Learning, the Wellbeing framework, teacher leadership and attendance at the Big Scrub collegial meetings. Funds were also made available for staff to pursue areas of personal development focus of student welfare. The following programs began or continued in 2017: Assessment for Learning, Student Welfare, Dyslexia training and ICT skill development.

Funds were also made available to release individual staff members to view best practice in other schools and assist in the development of whole school programs and policies.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

This summary financial information covers funds for operating costs to 30th November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>60,961</b>
Global funds	96,922
Tied funds	74,025
School & community sources	15,295
Interest	934
Trust receipts	3,005
Canteen	0
<b>Total Receipts</b>	<b>190,179</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,311
Excursions	8,244
Extracurricular dissections	9,285
Library	605
Training & Development	1,234
Tied Funds Payments	47,766
Short Term Relief	3,335
Administration & Office	16,939
Canteen Payments	0
Utilities	5,773
Maintenance	6,168
Trust Payments	1,535
Capital Programs	0
<b>Total Payments</b>	<b>113,193</b>
<b>Balance carried forward</b>	<b>137,948</b>

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>149,382</b>
Appropriation	143,406
Sale of Goods and Services	659
Grants and Contributions	5,208
Gain and Loss	0
Other Revenue	0
Investment Income	109
<b>Expenses</b>	<b>-46,016</b>
Recurrent Expenses	-46,016
Employee Related	-33,999
Operating Expenses	-12,017
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>103,366</b>
<b>Balance Carried Forward</b>	<b>103,366</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	591,960
Base Per Capita	9,628
Base Location	7,094
Other Base	575,238
<b>Equity Total</b>	38,897
Equity Aboriginal	9,624
Equity Socio economic	4,526
Equity Language	0
Equity Disability	24,747
<b>Targeted Total</b>	40,210
<b>Other Total</b>	4,686
<b>Grand Total</b>	675,752

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

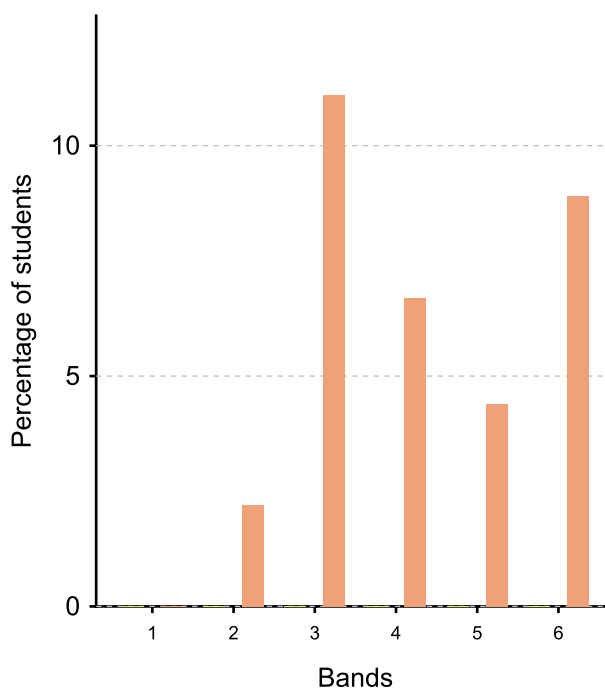
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

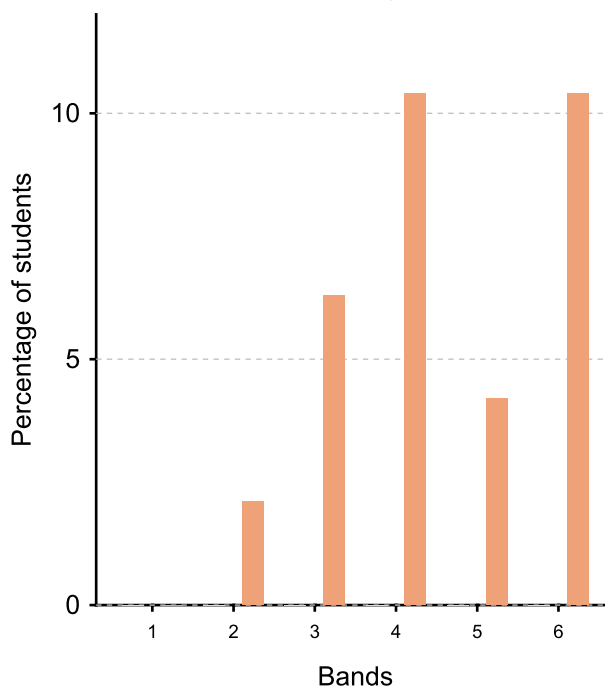
**Percentage in bands:**  
Year 3 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	2.2	11.1	6.7	4.4	8.9

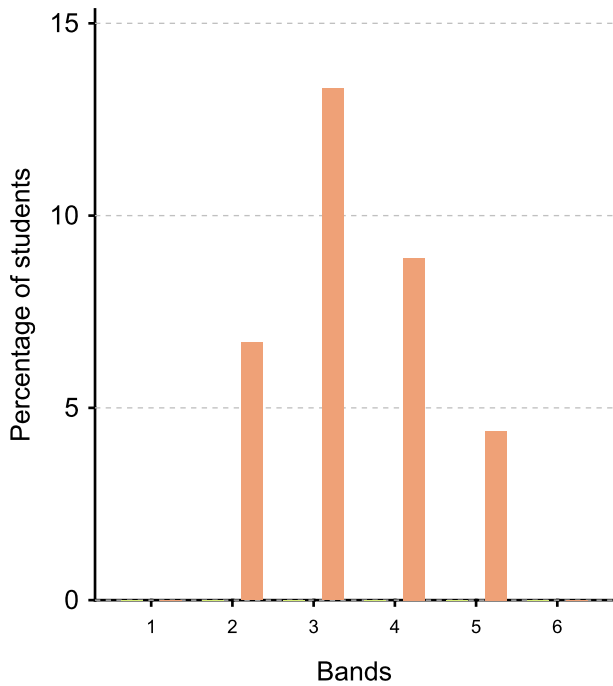
**Percentage in bands:**  
Year 3 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

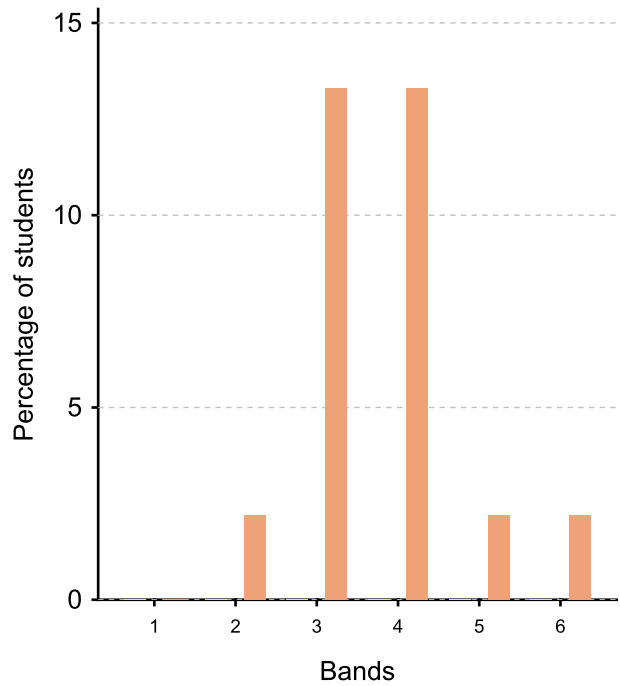
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	2.1	6.3	10.4	4.2	10.4

**Percentage in bands:**  
Year 3 Spelling



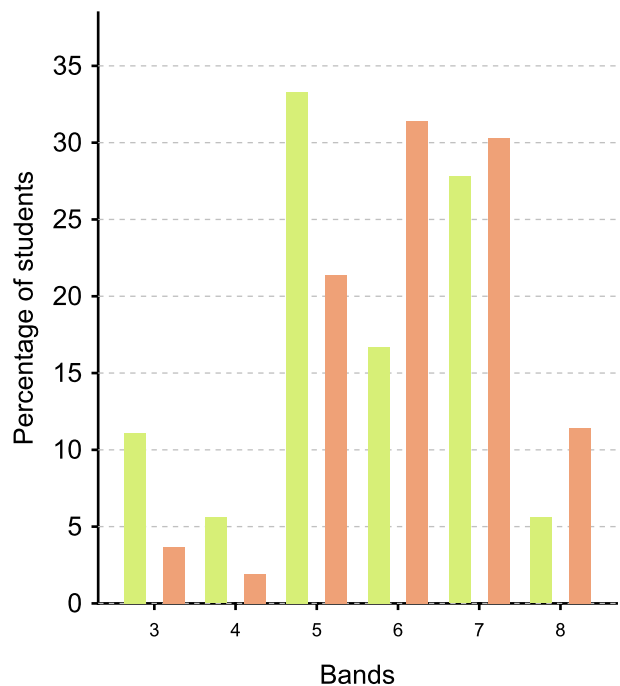
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	6.7	13.3	8.9	4.4	0.0

**Percentage in bands:**  
Year 3 Writing



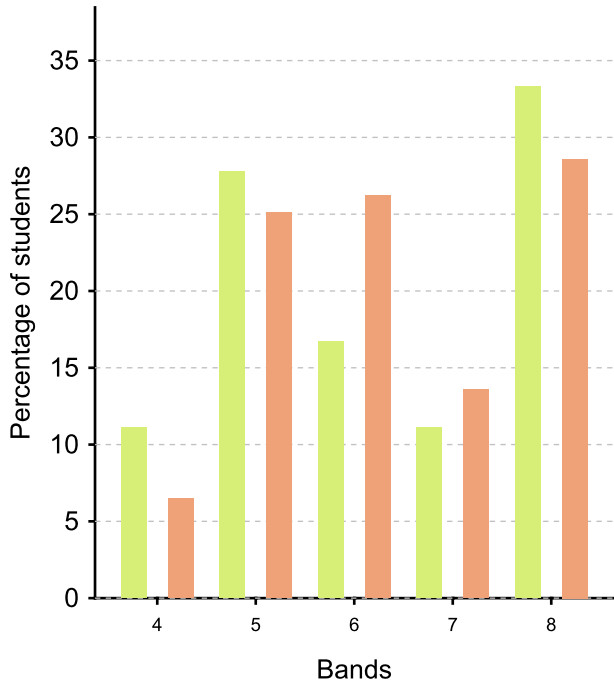
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	2.2	13.3	13.3	2.2	2.2

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



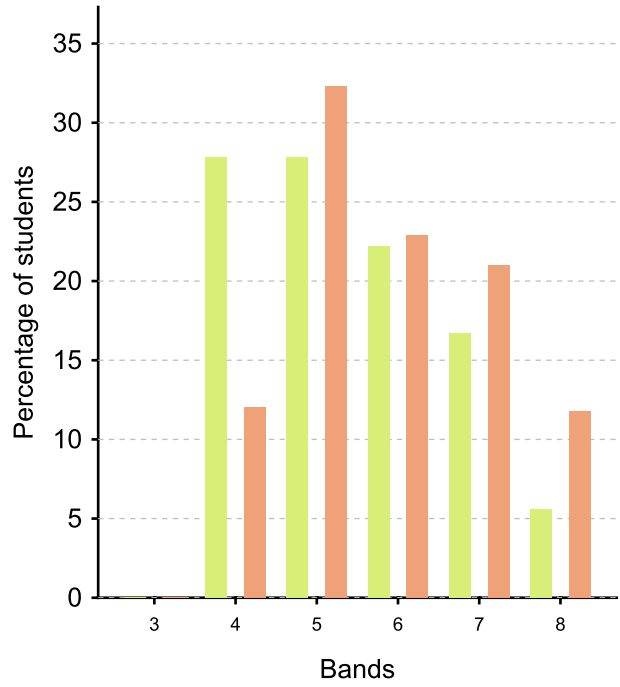
Band	3	4	5	6	7	8
Percentage of students	11.1	5.6	33.3	16.7	27.8	5.6
School avg 2015-2017	3.7	1.9	21.4	31.4	30.3	11.4

**Percentage in bands:**  
Year 5 Reading



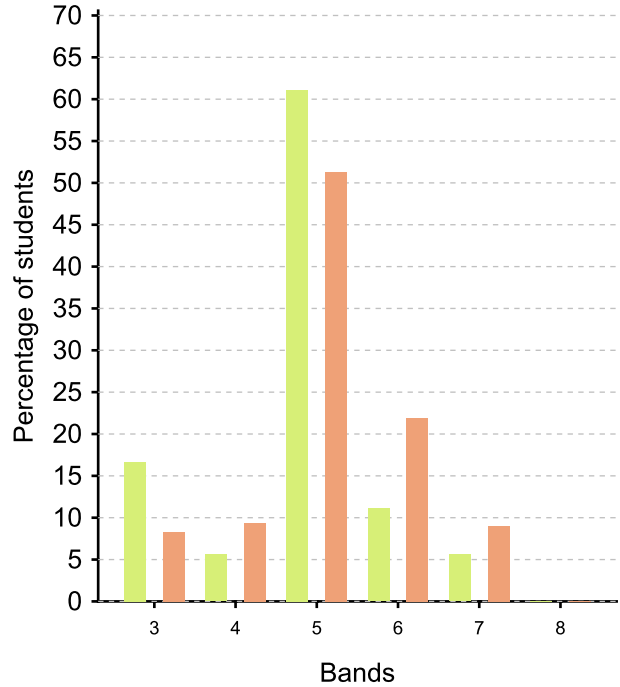
Band	4	5	6	7	8
Percentage of students	11.1	27.8	16.7	11.1	33.3
School avg 2015-2017	6.5	25.1	26.2	13.6	28.6

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	27.8	27.8	22.2	16.7	5.6
School avg 2015-2017	0.0	12.0	32.3	22.9	21.0	11.8

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	16.7	5.6	61.1	11.1	5.6	0.0
School avg 2015-2017	8.3	9.4	51.3	21.9	9.0	0.0

## 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.

Through consultation process with staff, students and families contributed with discussions and surveys, with the following results:

What do we do well at Coffee Camp Public School.

- \* Mixed Ability classes
- \* Open easy communication with staff and Principal.
- \* Strong feeling of community and family inclusion
- \* Music Program
- \* Wholistic view of education focusing on academic, social and emotional wellbeing.

- \* Diverse activities– cultural and sporting

What could we do better at Coffee Camp Public School.

- \* Improve the appearance of the school
- \* Reporting in Individuals
- \* Regular assemblies, public speaking opportunities and focus on school plays

What addition programs would you like to see at Coffee camp Public School.

- \* After school care
- \* Art classes, language classes and more music classes
- \* Student engagement in setting goals

What future skills and capabilities do students at Coffee Camp Public School need.

- \* Academic skills in readiness for high school, exams and engagement
- \* Confidence in capabilities, themselves, the environment and relationships
- \* Be able to think critically about information and review

the reliability of the source

\*Resilience and social skills

## Policy requirements

### Aboriginal education

We continue to read and talk about aspects of the Aboriginal culture and the significance their culture had on the shaping of Australian culture in general. Aboriginal History is explicitly taught in History topics.

All Aboriginal students are supported in all KLAs through class programs and PLPs.

### Multicultural and anti-racism education

Coffee Camp Public School is an inclusive school community and positive attitudes to difference are promoted through literature, discussions, school visitors and visitations to places of interest. We address the problems associated with cultural difference, language barriers, religious difference and even the difference in the foods eaten or clothes worn by different cultural groups through discussion and investigation. Multicultural education is based in Harmony Day activities and COGs units.