

# Coonabarabran Public School

## Annual Report



2017



1630

## Introduction

The Annual Report for **2017** is provided to the community of **Coonabarabran 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.

Juanita Meier

Principal

### School contact details

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## School background

### School vision statement

At Coonabarabran Public School, we will 'Strive to Achieve' excellence in education by providing a safe and inclusive learning environment which equips our young people with knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

### School context

Coonabarabran Public School provides a quality education for all students in a caring environment. The school is located approximately 150 kilometres north of Dubbo in close proximity to the Warrumbungle National Park and Siding Spring Observatory.

Coonabarabran Public School has an enrolment of approximately 320 students, a little over a quarter of whom identify as Aboriginal.

The executive structure of the school consists of one non-teaching Principal and three teaching Assistant Principals.

The school promotes a culture of respect, implementing the "You Can Do It" Program following the five social keys and supported by the "Bullying No Way" Policy.

Coonabarabran Public School caters for students with a diverse range of abilities and interests. The school has multiple classes for K-6 as well as specialised classes. All are taught by a dedicated and multi-skilled staff.

Coonabarabran Public School strives to maintain strong community links and to continually improve outcomes and learning experiences 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.

During 2017, the staff at Coonabarabran Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions lead by our Principal School Leadership Mentor during term 3, as well as staff meetings during Term 4, teams of teachers examined the School Plan 2015-17 to determine areas of strength and development as we continue our journey of excellence. In the domain of Learning, the school has primarily focused on the domains of Assessment and Reporting and Wellbeing. The continued implementation of Early Action for Success saw a more focused approach to individual learning needs of both student and teachers. Teachers were involved in professional learning in both programs to support their teaching strategies and the development of focused learning plans. The wellbeing of students is a priority for all members of the Coonabarabran Public School community. This year our school revised the implementation of the wellbeing program 'PBL' and implemented new behaviour management strategies. In the domain of Teaching, the school's focus has been Data Skills and Use. Teachers have ensured the best possible outcomes for students and the school has put practices in place for professional learning opportunities both whole school and stage-based to develop understanding of baseline achievement levels of students. Using tools such as PLAN and NAPLAN, the school has determined goals for achievement and developing consistent teacher judgment. Staff are continuing to align teaching and learning with new NSW Syllabus for the Australian Curriculum as they are implemented. In the domain of Leading, the school has focused on its partnerships with parent/carers and the community by providing a wide range of school based opportunities which have encouraged community engagement and participation in our school. This has led to an overwhelming increase in family participation in most of our activities which has provided increased outcomes for the student body.

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

### Student Performance and Outcomes

#### Purpose

Student performance is based on excellence of educational opportunity. It is essential students become, as indicated in the Melbourne Declaration, creative, critical thinkers, who will become contributing members of our community.

#### Overall summary of progress

Students have a deeper understanding of assessment and how to improve using the I can statements and cluster walls in classrooms K–6. This has provided our students with clear learning expectations during literacy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of students showing at or above state average growth Literacy and Numeracy in NAPLAN	\$48349.50	In Literacy as a whole, our school had 50% of Year 5 students who were at or above the expected State average growth. In Numeracy however, 35% our Year 5 students were below State average growth. In Literacy as a whole, our school had 60% of Year 7 students who were at or above expected State average growth. In Numeracy, 60% our Year 7 students were at or above expected State average growth.
50% of students progress at or above minimum expected standards in PLAN		In K–6 there was 50% of students who were at or above expected standards in PLAN. 5 weekly data collections have helped to target students that require extra support.

#### Next Steps

To support primary staff in plotting and analysing 5 weekly PLAN data through Professional Learning and time to do soduring staff and stage meetings. To support new K–2 teachers with L3 and TEN training. This will inturn improve student growth.

## Strategic Direction 2

### Delivery of Quality Educational Practices

#### Purpose

Enhance our capacity to deliver on student learning priorities through continually developing teacher's pedagogy.

#### Overall summary of progress

Stronger staff engagement with school based PL included in staff meetings. Alignment of PDP goals to school plan initiated, PDP goals influencing external PL allocations. More consistent monitoring of teacher programs and progress within these programs. Relevant staff able to complete Teacher Accreditation process in timely fashion due to consistent in-school support and personnel. PLAN driving improvement in quality teaching practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence that teaching and learning programs are driven by student assessment data	\$48349.50	Teaching programs are collected each term and show that the learning programs are driven by the 5 weekly data collected.
Teacher's Performance and Development Plans reflect ongoing professional growth and career development	\$48349.50	Teacher's PDP's were developed in consultation with their supervisor and all staff members were signed off at the end of the year as being complete. There were a few staff members whose goals were carried over until 2018.
Teacher Accreditation – 20% of teachers are accredited at higher levels	\$48349.50	Although there are a number of teachers who are working towards higher levels of accreditation, at this stage, no-one has completed this. This has mainly been due to time.

#### Next Steps

Staff focus on QT elements to enhance student engagement in all lessons. Through QTSS allocation, the What works best CESE publication will guide explicit teaching focus across K-6. Staff PDPs will guide PL through out school in 2017. Establish stronger transition practices through out the school especially stage 1 -2 and stage 3-4 incorporating integrated students from MC Class.

## Strategic Direction 3

### Whole School and Community Engagement

#### Purpose

To build a strong educational community that inspires a culture of collaboration and engagement within the school community.

#### Overall summary of progress

Our school held many significant events which involved our community. These events saw a decline in community participation throughout the year. During 2017 a school wide focus of Positive Behaviour for Learning (PBL) was commenced which enabled us to make significant changes to our approach to student wellbeing. Our PBL journey of a consistent approach to teaching and learning of appropriate behaviours in all settings was established. Staff members completed the PBL training and the processes we put in place. To begin the process weekly meetings were started and decisions of how PBL would look like in our school were made. Student competitions were held and our shooting star system began.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of families participating in school activities from 15% to 50%	\$48349.50	Community participation in school activities has declined through 2017 due to communication breakdown between school and home which has reduced participation levels by 20%. This will continue to be a focus in 2018 with the implementation of a school app as well as use of Facebook, website and newsletters.

#### Next Steps

Our plans for the coming year are to continue to work towards increasing family participation in activities through developing increase lines of communication and advertising of these events. Further develop and put into place our PBL processes and staff student and community understanding of these processes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$24217	Students with welfare concerns were identified and funding was used to provide structured activities in the playground. Years 3 – 6 students were involved in football and netball competitions during the year. Girls activities were provided for those who were welfare concerns and SLSO's were employed with funding from this initiative. Funding was also used to develop a deeper understanding of Aboriginal culture through NAIDOC Week celebrations and an ANZAC performance looking at Aboriginal people and their participation in war.
<b>English language proficiency</b>	\$8137	Funding was used to provide resources and support those students who identified as needing extra support. This happened within normal classroom activities.
<b>Low level adjustment for disability</b>	\$185508	All students requiring adjustments and accommodations are catered for within the school. Twenty students were referred for learning support this year, in addition to students on recurring monitoring.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation of 0.534	Funds were used to support the building of capacity to classroom teachers around Quality Teaching. This occurred through lessons observations and PL.
<b>Socio-economic background</b>	\$270097	Two classroom teachers were employed one day per week, allowing teachers to be released from class to work with a mentor on the PLAN data and the Continuum, incorporating the 'I Can' statements. Improvement of wellbeing has been a focus with funding being allocated for Professional Learning around a new school wellbeing program 'Positive Behaviour For Learning'. School Learning Support Officers were employed to support Early Stage 1 classes for two hours each day to assist with the implementation of the L3 Program. Support was also provided for the 2017 enrolments through an early speech intervention program conducted at the local preschool. Our transition to school program, 'Early Birds', provided a teacher and an SLSO to implement the program. Funding was allocated for community engagement, library and computer resources.
<b>Support for beginning teachers</b>		Funds were used to support beginning teachers with time to complete their accreditation and work with their Stage AP's on developing themselves as a quality teacher.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	179	166	164	157
Girls	148	139	142	147

The student numbers at Coonabarabran Public School remain stable at approximately 300 for the year. There has been some movement of students to the Catholic school and we have also had new enrolments from families who have moved into the area. We remain at 30% of students identifying as being Aboriginal or Torres Straight Islander.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.4	93.9	92.9	91.7
1	91	92.8	95.1	91.8
2	91.3	94.6	91.8	89.7
3	89.9	93.4	92.6	90.6
4	91.8	93.3	93.2	91.5
5	90.8	94	92.2	91.3
6	92.4	92.4	93.2	89.8
All Years	91.1	93.4	93	91
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

Attendance rates have improved each year. Coonabarabran Public School runs a Phone Intention Program where the parents/carers of those students who are marked absent for the day receive a phone call to explain the absence. This has improved the documented explanations for the absences. Each

fortnight, the HSLO attends our school and analyses the attendance data with the Principal and the LST. Plans are put into place to support families with attendance ranging from Personalised Attendance Plans to HSLO referrals. The School Stream App was also introduced this year to allow for parents to send an absentee note in via the App if their child is away.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.64
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.92
Other Positions	0

\*Full Time Equivalent

Coonabarabran Public School is very proud of their Aboriginal heritage and this year we employed 2 Aboriginal Teaching staff members to become part of our team. We continue to have two AEO's who work very closely with our Aboriginal parents and encourage them positively to engage with their children's education and learning. Our AEO's also actively encourage all students to participate in all areas of their school life, especially the physical activities provided by one of our very energetic AEOs. Our SLSO's are involved in many classroom where they have an important role assisting all students in achieving their goals and expanding their learning. Coonabarabran Public School also participates in the AEST scheme with one senior High School student working one day per week in the 3-4 area. This is a very successful program, both for the participants in the AEST scheme and our school. SLSO's provide support to our students. Targeted students who are 2 years below bench mark in reading are provided support with SLSO's providing support where required.

### 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	17

## Professional learning and teacher accreditation

Proficient 7

Maintaining Accreditation 2

New Scheme Teachers eligible for Professional Competence were provided opportunities to work with a mentor on a regular basis. Guidance and feedback was provided on how to collect evidence, recording professional learning through BOSTES and to track teaching standards to identify future professional learning needs. At the end of 2016, one staff member had successfully gained accreditation at proficiency, four staff members had submitted their report to their supervisor awaiting final authorisation, and one staff member had submitted their report for maintenance. The remaining new scheme teachers were still working within the timeframe set from

## 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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

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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.

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	463,604
Appropriation	429,696
Sale of Goods and Services	686
Grants and Contributions	33,222
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-269,180
Recurrent Expenses	-269,180
Employee Related	-211,100
Operating Expenses	-58,080
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	194,425
<b>Balance Carried Forward</b>	194,425

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.

Coonabarabran Public School has used funds to help improve the outcomes for all students. This includes funding programs for wellbeing, cultural activities, Literacy and Numeracy interventions as well as Professional Learning for staff to improve their teaching practice.

### 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>	2,219,047
Base Per Capita	48,211
Base Location	89,996
Other Base	2,080,840
<b>Equity Total</b>	650,325
Equity Aboriginal	186,583
Equity Socio economic	270,097
Equity Language	8,137
Equity Disability	185,508
<b>Targeted Total</b>	308,363
<b>Other Total</b>	427,754
<b>Grand Total</b>	3,605,488

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.

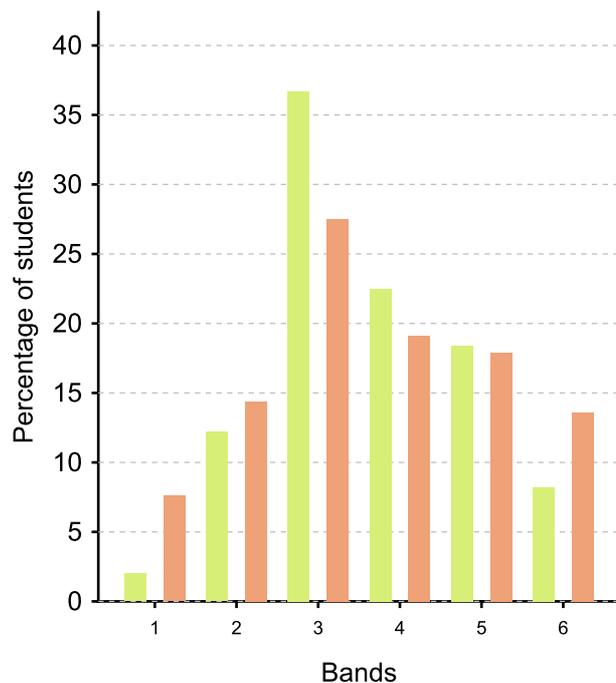
## School performance

### NAPLAN

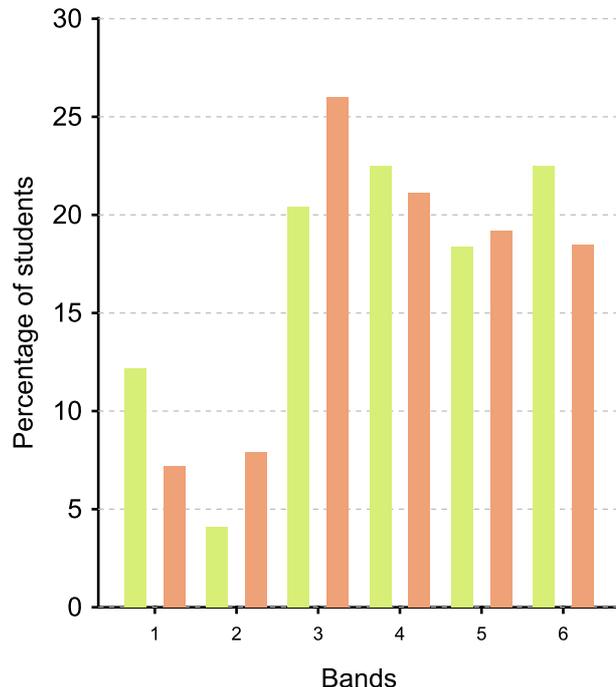
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Literacy, we did not perform as well as the state average. In Reading, 27% of students in Year 3 were in the top 2 skills bands compared with 51% of state students. In Writing, 41% of students in Year 3 were in the top 2 skills bands compared with 53% of state students. In Spelling, 37% of students in Year 3 were in the top 2 skills bands compared with 53% of state students. In Grammar and Punctuation, 41% of students in Year 3 were in the top 2 skills bands compared with 62% of state students. In Reading, 15% of students in Year 5 were in the top 2 skill bands compared with 40% of state students. In Writing, 6% of students in Year 5 were in the top 2 skill bands compared with 16% of state students. In Spelling, 17% of students in Year 5 were in the top 2 skill bands compared with 38% of state students. In Grammar and Punctuation, 9% of students in Year 5 were in the top 2 skill bands compared with 36% of state students.

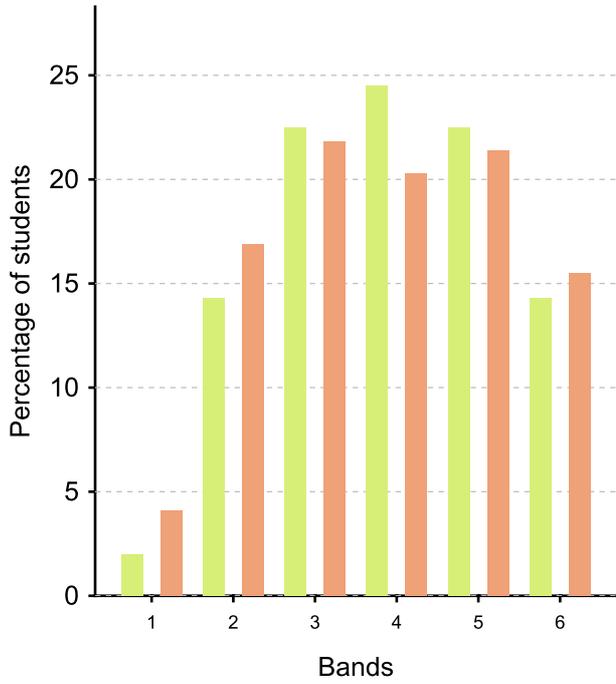
Percentage in bands:  
Year 3 Reading



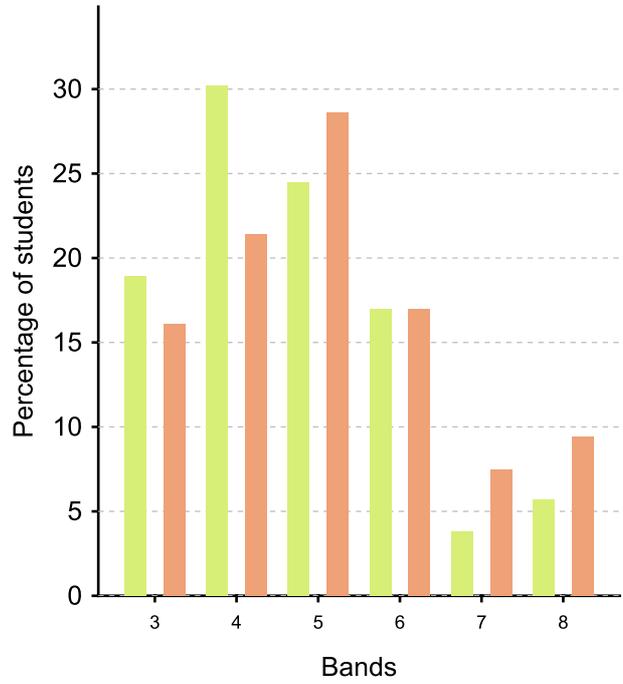
Percentage in bands:  
Year 3 Grammar & Punctuation



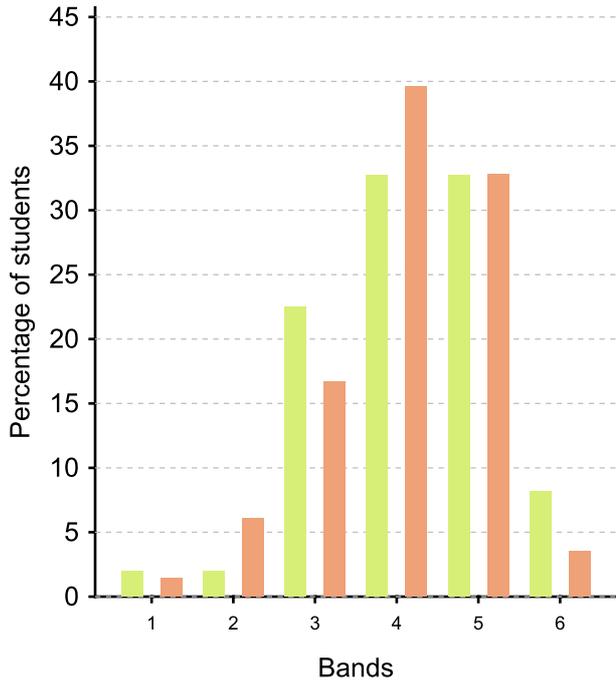
**Percentage in bands:**  
Year 3 Spelling



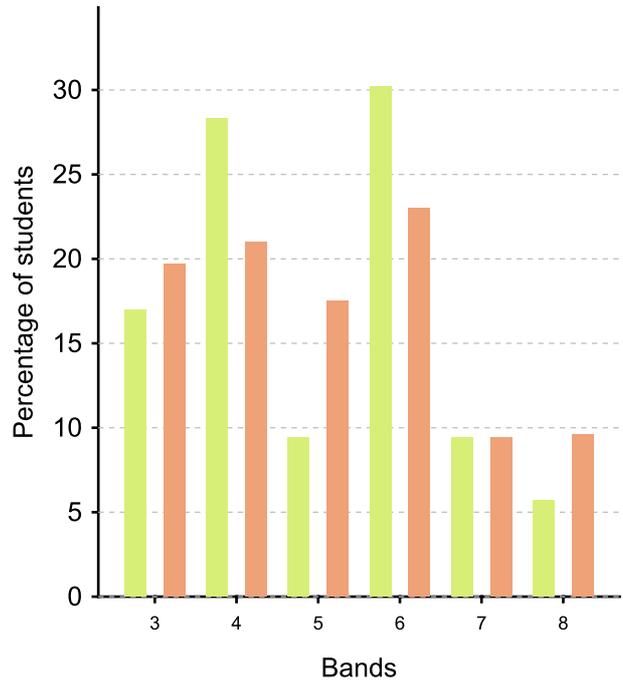
**Percentage in bands:**  
Year 5 Grammar & Punctuation



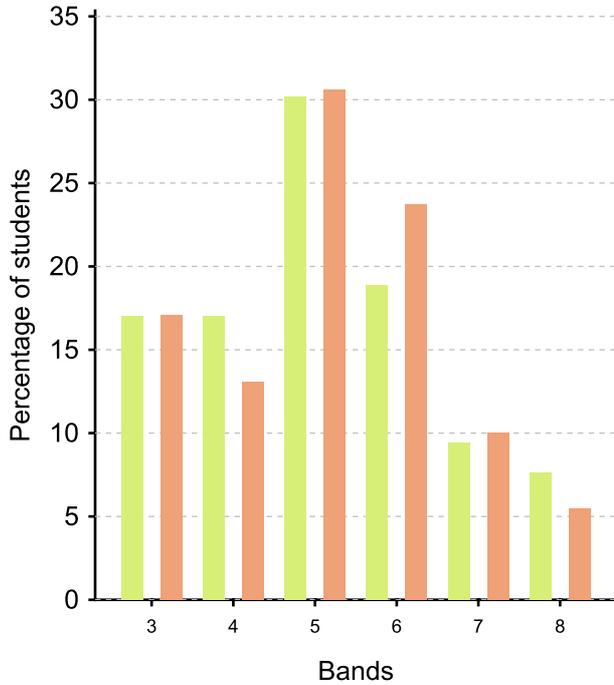
**Percentage in bands:**  
Year 3 Writing



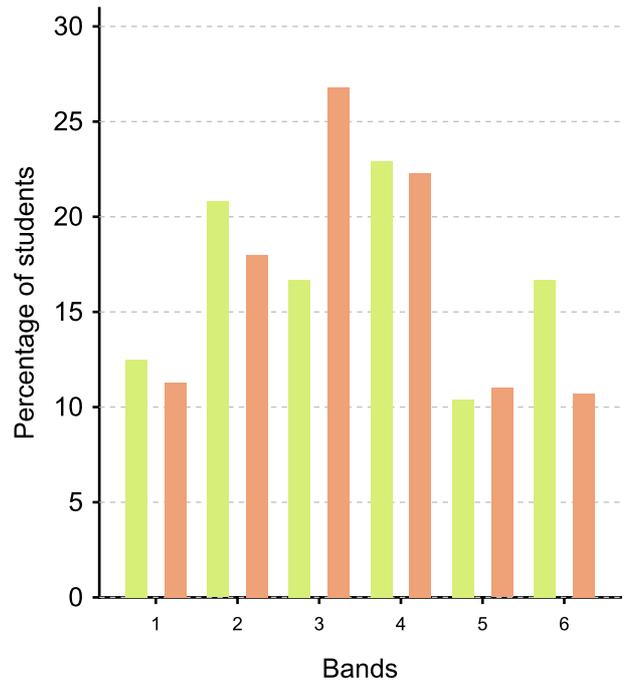
**Percentage in bands:**  
Year 5 Reading



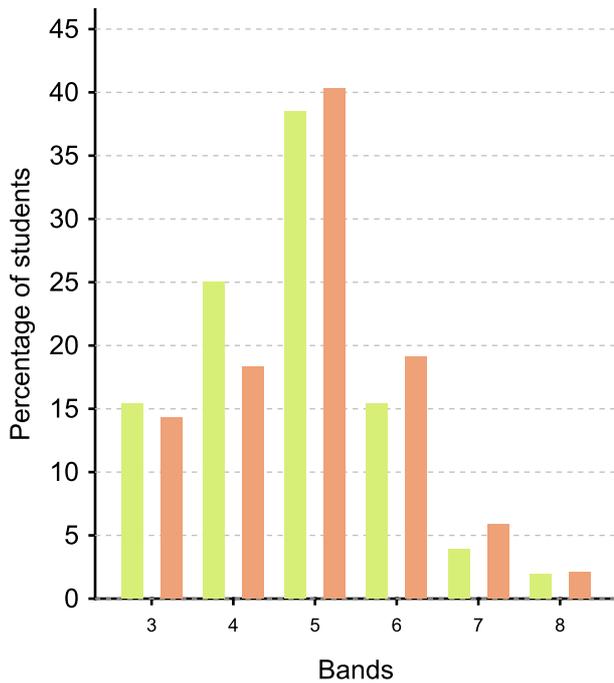
**Percentage in bands:**  
Year 5 Spelling



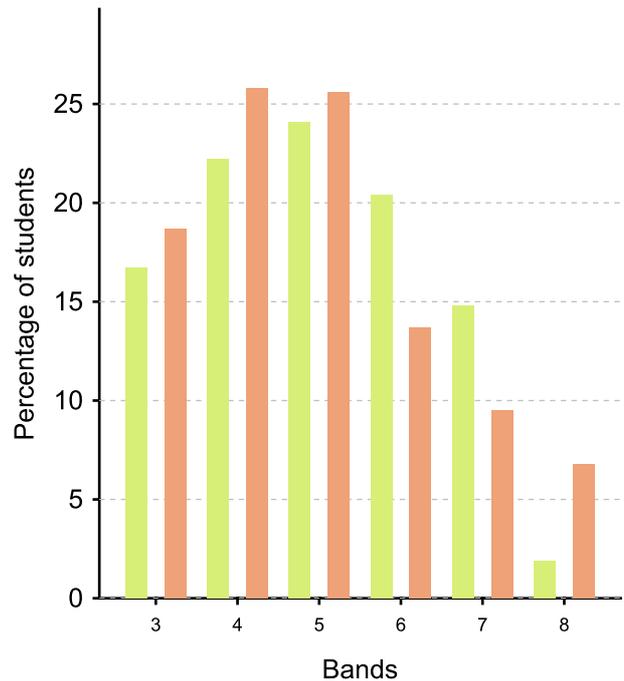
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



In Numeracy, 27% of students in Year 3 were in the top 2 skills bands compared with 43% of state students. 17% of students in Year 5 were in the top 2 skill bands compared with 33% of state students. 50% of our students gained expected growth in Numeracy. We had an average of 98 points on average for growth in Numeracy compared to 96% for the state.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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Our school focussed on the middle band students this year to support them in achieving at a higher level. Each teacher was asked to analyse their data and highlighted students who fit this criteria. Extra support was given to these students in a number of ways being small group work, additional teacher time for withdrawal as well as regular monitoring of their data to enhance point of need teaching. All students who were targeted

## **Parent/caregiver, student, teacher satisfaction**

During 2017 our school sought the opinions of parents/carers, students and teachers about our school. Their responses are presented below:– The majority of parents had limited understanding of our wellbeing program, PBL. Parents/carers wanted their children to improve their skills in Numeracy and Literacy 90% of students who participated in focus group discussions understood what the PBL School Values were and how they apply to their every day life. 100% of students participated in the PBL planning phase where students were involved in designing our logo and the school values.

## **Policy requirements**

### **Aboriginal education**

Aboriginal education has been supported in our school through a variety of programs. Both AEO's have been trained in Sista Speak and Bro Speak and have implemented these programs successfully in our school. Sista Speak ran in conjunction with the High School and the girls came together as a group and participated in cultural activities over a 10 week period. There was a definite decrease in the number of wellbeing referrals made for the students involved. Bro Speak ran with the support of our male AEO and became a regular "Respect" group. We celebrated BNA

### **Multicultural and anti-racism education**

Coonabarabran Public School has an Anti–Racism Contact Officer (ACLO) elected by staff, who implements the Department's Anti–Racism Policy. The school has 12 student who have identified as having Language other than English who receives specialist support and are on individual programs designed to meet his needs.