

Coonamble Public School

Annual Report



2017



1631

Introduction

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

Ms Annette Thomson

Executive Principal

School contact details

Coonamble Public School

Bertram Street

Coonamble, 2829

www.coonamble-p.schools.nsw.edu.au

coonamble-p.School@det.nsw.edu.au

6822 1966

Message from the Principal

My role as substantive Executive Principal of Coonamble Public School commenced at the beginning of 2017 and I am fortunate to join this school community. The staff, students, parents/carers and wider school community of Coonamble are committed to supporting the school and ensuring that every student has the opportunity to belong and access a high quality education.

From preschool to year 6, students can be confident that their learning will be individualised and relevant to prepare them to become successful citizens. The strong connection with the high school through middle years initiatives, transition and culture has been strengthened during 2017 and is valued by all stakeholders. Primary and secondary teachers collaborate in literacy practices and engage in shared professional learning experiences. Our youngest students in preschool are fortunate to engage in quality activities in a play based environment which provides a strong foundation for literacy and numeracy experiences.

Quality learning environments are a feature of our school with dedicated STEM, music and cultural learning spaces established. The yarning circle has undergone improvements with a cooking corner and native garden beds. The preschool's physical environment is inviting and conducive to valuable interactions.

There are many opportunities for community to develop strong connections with the school through formal and informal channels. The Parents & Citizen's Association (P&C) is a small group of dedicated parents who raise funds to enhance the learning resources available for all students. Aboriginal families have a voice in ensuring that the educational needs of their children are of the highest quality through the Aboriginal Education Consultative Group (AECG). Community members are also welcome to support students in class activities like reading, cooking, crafts and music throughout the year. Many parents attend the weekly assembly to celebrate student achievement and connect with other families during morning tea.

Guidance and advice on a variety of educational matters is provided by the School Reference Group (SRG) which consists of the AECG president, P&C president, parents and community representatives. The expertise and local knowledge of this group is valued by the school in decision making processes.

I am looking forward to leading the school into the next year and developing stronger relationships with the whole school community to provide the highest quality learning experiences in a safe and respectful environment.

Annette Thomson

Executive Principal

School background

School vision statement

Coonamble Public School is a Connected Communities School. The school strives to ensure all children have a sense of pride and strength in their cultural growth, attendance, school achievements, social, emotional and recreational life.

The school's local area Reference Group has worked with the school and community to develop the notion of each child being catered for to achieve the best possible outcomes in all facets of school life.

School context

Coonamble Public School is located in North West NSW approximately 170km north of Dubbo. It is a river town surrounded by a levee bank. The community is serviced by many Non-Government and Government organisations in the area of Health and Wellbeing. The community has reasonable access to local medical, banking, hospitality and sporting opportunities.

The school has a 90% Aboriginal population with a variety of family, social and financial backgrounds. The school's FOEI is between 186 and 206. This indicates a high level of unemployment, low level of income and family education attainment.

Coonamble is an EAfS school with a fulltime Instructional Leader appointed. There is a strong focus on providing every opportunity for early achievement from Preschool to year 2.

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 2017, the school maintained its delivery of quality, effective processes and initiatives across the domains of learning, teaching and leading. Current practices were strengthened to ensure growth which is sustainable into the future.

In the domain of learning, the school is generally sustaining and growing its practices in most of the elements. A learning culture is evident and the focus is on building aspirations and improving our performance. To excel, we need to engage the community in genuine partnerships in learning. There is a planned, caring, whole school approach to wellbeing through the Positive Behaviour for Learning framework and Kidsmatter. We are planning to establish collective responsibility which is shared with the broader community. Curriculum is developed from strong evidence based data which is monitored and tracked for every student K-6. Differentiation is clearly identified for students with additional learning needs in teaching and learning programs and progress is documented regularly. While the school has structured assessment schedules and rigorous collection of data, the students are not always aware of the purpose of assessments or the connection to their learning. Reporting to parents is an element where improvements are needed to ensure parents understand their child's learning and can interact positively with the school in genuine learning conversations. Student performance measures are at delivering due to the results in our NAPLAN and associated internal data sources. The school will focus on improvement in student performance in the 2018-2020 plan.

In the domain of Teaching, the school places itself at sustaining and growing in all elements except effective classroom practice. Explicit teaching models and effective feedback practices were introduced in 2017, but the impact of these strategies is not evident at this time. Teachers do collaborate in curriculum planning and programming and are developing shared understandings of and commitment to implementing high quality, explicit programs to all students. Data is used widely and analysed in teams to inform and drive learning across the school. There is a strong commitment to the attainment and maintenance of professional standards for all teaching staff and teachers take responsibility for their accreditation status. The standards provide a whole school reference point for PL applications, PDP goals and budget allocations. Professional Learning is aligned to the school plan and evaluations occur in a variety

of forms. The systems for collaboration and feedback need to be strengthened for sustainability of practice.

In the domain of Leading, the school self evaluated as sustaining and growing throughout the elements with pockets of excelling in leadership and school resources. Areas identified as delivering include Leadership (Community Engagement) and Resources (Technology). There are clear processes to implement the school plan with a focus on continual improvement. The vision and values are contextually relevant and improvement measures are achievable. Resources are managed strategically to support the plan and facilities are used flexibly to optimise learning. Effective administrative processes are in place to facilitate whole school improvement.

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

Learning

Purpose

To provide staff and students with quality learning experiences, that are significant and connected.

Overall summary of progress

The introduction of explicit teaching and specifically the I Do, We, You Do model in 2017 provided a structured, school wide framework for all teaching staff to develop quality teaching practices. Professional learning was delivered within the school to support the shared understandings of staff.

Differentiated programming and teaching practice is evident in most classrooms but is not yet a consistent, whole school approach. There has been improvement in collaboration through the leadership of instructional leaders in K–2 and the middle years.

Data analysis and tracking is a strong school wide practice to inform teaching programs and provide clear future directions. All staff are supported to embed evidence based practice into their teaching and acknowledge the impact on student achievement.

A cultural curriculum was planned and delivered through a model where one teacher taught the units across the school. Each fortnight, a team consisting of local Aboriginal people met with the teacher, the senior leader and Aboriginal Education Officers to ensure the content of lessons was authentic and localised. Language was also delivered across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 10% improvement each year, in achievement of expected writing cluster levels across K–2.	<p>EaFS program IL and additional resources. (\$160,000)</p> <p>Employment of a K–2 interventionist. (\$104,000)</p> <p>Employment of 4 additional SLSOs in K, 1 & 2 (\$160,000)</p> <p>Professional learning for all staff primarily through SDDs and staff meetings.</p> <p>Purchase of resources for classrooms to support writing. (approx. \$16,000)</p>	<p>In Kindergarten, the percentage of students achieving writing benchmarks decreased from 44% in 2016 to 33% in 2017. Poor speech, language and physical development of a number of students has been identified as an area to improve which may impact on writing achievement.</p> <p>In Year 1, the percentage of students achieving benchmarks in writing increased from 9% in 2016 to 40% in 2017 which is significant. It is a positive indication that the students who achieved benchmarks in Kindergarten 2016 were able to sustain and grow their progress.</p> <p>In year 2, the percentage of students who achieved benchmarks did not change significantly from 2016.</p> <p>Of the 44% of Kindergarten 2016 who reached writing benchmarks, 40% maintained their achievement of expected writing benchmarks.</p> <p>Nine percent achieved writing benchmarks in year 1 2016 and they all remained on track in year 2 2017.</p> <p>Fourteen percent of Year 2 students were on track at the end of 2016 and in 2017, this cohort placed 45% in band 3, 30% in band 4 and 5% in band 5 for writing.</p>
At least 10% improvement each year from 2015 data, in achievement of expected writing	Employment of a middle years instructional leader shared with the high school	Intervention in the primary years was inconsistent during 2017 due to personnel changes and staff movement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
cluster levels across 3–6.	(\$65,000 contribution to the salary) Employment of a 3–6 Interventionist (\$104,000) Employment of 2 XLSOs in 3–6 to implement individualised programs for students with additional learning needs. (\$80,000)	<p>29% of year 3 students achieved expected clusters in writing which is an improvement from 2016 when 14% of this cohort achieved cluster expectations.</p> <p>Results in years 4,5, & 6 were disappointing with 0% achieving expected clusters in writing..</p> <p>There was some encouraging improvements in achievement of writing outcomes during 2017: 48% of year 3 students improved including 6 students who achieved above grade level. 24% of year 4, 35% of year 5 and 42% of year 6 students demonstrated improvement.</p> <p>In year 7 (2016 year 6 cohort), 9% (2 students) achieved expected clusters in writing which is an improvement as 0% achieved appropriate clusters in 2016.</p>
At least 5% increase each year, in the number of year 3 and 5 students at proficiency in writing.	Employment of middle years instructional leader shared with high school.	<p>There was no increase in the percentage of year 3 or 5 students who achieved proficiency in writing in NAPLAN.</p> <p>1 student (5%) achieved proficiency in writing in year 3 and 0% of year 5.</p>

Next Steps

A rigorous evaluation was conducted involving students, staff and community which supports the continuation of the explicit teaching model being implemented across the school. The I Do, We Do, You Do model will be used to drive change in pedagogy and ensure that all students have a clear understanding of learning intentions.

There will be a strong focus on assessment and reporting with attention to a variety of assessment tools being used to measure achievement. The purpose of assessments will be clearly articulated to students and parents/carers to deepen their understanding and improve engagement in learning conversations.

Strategic Direction 2

Wellbeing

Purpose

To develop positive and trusting relationships with the school community. The wellbeing and resilience of students and staff will be strengthened to enable them to develop the emotional capacity to learn.

Overall summary of progress

Professional Learning continued for staff in Kidsmatter with components 3 and 4 being delivered in staff sessions.

The PATHS program was implemented across the school being delivered in every classroom at the same time each week. There was consistency in language and concepts to enhance the social, emotional wellbeing of our students. Classroom resource kits were distributed to support lessons.

SENTRAL data was analysed by the PB4L team and a lesson focus determined across the school. Acknowledgement systems were effective in promoting the language and focus for the week. There was an increase in the number of students achieving the highest level of acknowledgement. Students know the school expectations and staff reinforce them in learning conversations.

The DP Wellbeing continued to support and lead initiatives to improve the engagement of students in school life. The employment of an SLSO resulted in opportunities for alternate activities for disengaged students to develop positive attitudes to school. The number of students leaving classrooms reduced as a result of strategic interventions.

The Wellbeing room continued to operate and provided a safe space for calming, timeout and reteaching of expected behaviours.

The school psychologist provided support and guidance for staff, students and parents/carers to facilitate improved mental health. Evaluations report increased satisfaction with the services available to our school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 10% reduction per year for the following three years in overall levels of incidents based on 2014 data.	Employment of DP Wellbeing (\$140,000) Employment of SLSO wellbeing (\$40,000) provided proactive support for students to take time out and choose safe options. A teacher was employed during term 4 (\$26,000) to focus on developing programs and data analysis to inform intervention strategies. Employment of a school psychologist (\$81,000) provided counselling for staff, students and parents/care	There was actually an overall increase in major levels in 2017 in almost every category. The reported incidents of bullying reduced from 164 in 2016 to 40 in 2017. This could be attributed to the introduction of explicit teaching around bullying and effective reteaching of strategies.
Weekly analysis of SENTRAL Wellbeing data with a report to staff.	Employment of DP Wellbeing PB4L team to analyse data and determine focus areas.	SENTRAL wellbeing continued to be analysed fortnightly and trends reported to the whole school for follow-up and tracking. Specific lessons were planned and implemented in every classroom in response to the data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Weekly analysis of SENTRAL Wellbeing data with a report to staff.		<p>Students could articulate the content of the lessons but a greater focus is needed to ensure that students transfer their learning and understanding to actual incidents.</p> <p>Teachers continued to improve the recording of incidents on SENTRAL to ensure that data was accurate and reflected the true situation.</p>
CPS is recognised as a KidsMatter school.	<p>DP Wellbeing</p> <p>PATHS implementation team</p>	<p>Kidsmatter protocols were visible within the school and the intentions of the initiative were promoted regularly in newsletters.</p> <p>The PATHS program was implemented across the whole school at a common time. Students could articulate the purpose of PATHS and the learning intentions. However, it will take time for the full impact of the lessons to be visible within the school. The language is being used by most teachers and some students.</p> <p>Parents reported an awareness of the program through discussion with their children and this is an area to be strengthened.</p>

Next Steps

Continue the implementation of PATHS across the whole school.

All staff to be trained in the Management Aggressive and Potentially Aggressive (MAPA) processes. A MAPA response team to be trained to provide support and improve safety during critical incidents.

Strengthen the impact of PB4L matrix and build consistency of practice across the school.

Strategic Direction 3

Engagement

Purpose

To provide students, staff and community with a range of cultural experiences.

Overall summary of progress

In 2017, the Healthy Culture, Healthy Country curriculum framework was implemented across the school following. A cultural team was established to provide local content for the framework. This resulted in strong local connections and authentic content to be delivered.

Gamilaraay language continued to be delivered in all classes by a language tutor and mentor. Students improved their confidence to use the language.

Seven staff participated in a certificate 1 in Gamilaraay language and culture.

There was high participation of families in school events like NAIDOC week, Colour Run, Community Footy day, Education Week, ANZAC Book Week and weekly assemblies.

A community room was established with cooking facilities where community can join or interact with staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of K–6 students will be involved in cultural learning experiences facilitated or led by CPS Cultural Mentor and Shopfront Manager.	Employment of language teacher and Aboriginal SLSO to deliver Gamilaraay to every class. Employment of Senior Leader, Community Engagement.	Cultural curriculum and language was implemented in every classroom P–6 throughout 2017. An Aboriginal teacher developed the units through the Healthy Culture, Healthy Country framework in collaboration with local community members and a school based cultural team. The lessons were co delivered with an Aboriginal SLSO. Language lessons were implemented in every classroom at a separate time by a trained SLSO with the classroom teacher to provide opportunity for all staff to learn the language and use it in the classroom setting as appropriate. Cultural experiences were also provided by external facilitators in dance, boomerang throwing and didgeridoo during NAIDOC week and other celebrations. Year 5 attended an AECG dance camp and performed in Tamworth.
At least 5 community members engage with cultural experiences and have some involvement with students.	Employment of Aboriginal Education Officers SLCE Community members	More than 5 community members participated with students in cooking and craft activities throughout the year. They also provided cultural advice to the school Cultural team as needed to ensure that local content was authentic for the teaching units. The SLCE and cultural mentor worked closely with community members to facilitate positive interactions with staff and students. This was evident on a number of occasions during school events. The shopfront was dismantled and a community room established within the school which is easily accessible to all staff, students and community. It

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 5 community members engage with cultural experiences and have some involvement with students.		is a welcoming space and will be enhanced in the future.

Next Steps

Continue to develop and implement the cultural curriculum units through the Healthy Culture, Healthy Country framework.

Continue to develop strong interest in Aboriginal dance and music.

Ensure the Yarning circle is a place of purposeful interactions and cultural activities

Deliver an authentic Connecting to Country program for all staff members.

Improve the facilities in the community room to make it a welcoming and practical space for community and school to work closely together for all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Employment of an external coach and mentor for school leadership \$41,535</p> <p>Employment of additional classroom teachers to reduce class sizes \$141,022</p> <p>Employment of SLSOs for classrooms \$160,722</p> <p>Employment of cultural mentor, welfare SLSO, and language tutor \$119,036</p> <p>Speech pathologist employed and programs implemented P–2 \$60,091</p> <p>Community room renovations \$43,000 & breakfast club contributions \$5,000</p> <p>Yarning circle native gardens \$10,000</p> <p>NAIDOC celebrations Connected Community Field day, cultural curriculum resources \$9,014</p> <p>Professional learning for cultural programs \$7,748</p>	<p>The Aboriginal background loading was used to improve learning environments and experiences for all students.</p> <p>Funds used to employ additional teaching and support staff provided closer connections to learning and school for most students. There was a lower student –adult ratio in all classes.</p> <p>Every student had access to quality culture and language experiences with authentic, local educators. In addition, there was positive, culturally appropriate experiences during school events like NAIDOC.</p> <p>The cultural environments were enhanced and a welcoming community space established for gatherings, meetings and school–community interactions.</p> <p>The school leadership team received mentoring and coaching to improve their capabilities to lead school teams effectively.</p>
Low level adjustment for disability	<p>Employment of SLSOs \$36,000</p>	<p>Improved, more personalised support was provided by SLSOs everyday for students with additional learning needs. This was individual or small group as needed. There was increased engagement of students and less truanting from class settings.</p>
Quality Teaching, Successful Students (QTSS)	<p>Entitlement in OoMSEE</p> <p>0.186 plus school funds provided executive release for APs.</p>	<p>The school executive were released for collaborative sessions with each of their staff. The focus was quality teaching and data informed practice. There was improved teaching strategies and deeper understandings of effective use of data to inform planning reported by staff in their evaluations.</p>
Socio–economic background	<p>Employment of additional teaching staff \$258,514</p> <p>Employment of SLSOs for every classroom \$183,981</p> <p>Solar panel installation \$15,244</p> <p>K–2 furniture for flexible</p>	<p>Additional teaching staff provided quality instruction for students in smaller classes where they had access to more teacher instructional time.</p> <p>SLSOs in every room K–2 and for primary stages provided individual instruction in specific intervention programs and small group support during literacy. SLSOs also implemented specialised OT and speech programs in the early years to bridge the gap in language development.</p>

<p>Socio-economic background</p>	<p>learning spaces \$42,222</p> <p>Electronic sign installation \$21,142</p> <p>Wellbeing, student assistance, fruit program, attendance initiatives , music equipment \$14,785</p> <p>Telephone upgrade, fencing and electrical improvements \$73,011</p>	<p>Funds used for wellbeing ensure that all students have access to school events and are not disadvantaged on financial grounds. The attendance officer tracks daily attendance, follows up absences and promotes good attendance through positive initiatives.</p> <p>Solar panels were installed in preparation for additional airconditioning across the school which will provide more comfortable physical learning conditions.</p> <p>The electronic sign has improved notices for community about events and school happenings. It is an effective form of communication.</p> <p>K-2 have improved learning spaces with furniture that is conducive for 21st century learning. Each classroom has a variety of purpose specific desks and chairs.</p> <p>The new telephone system has improved communication and health and safety processes for emergency situations. Every classroom can communicate with the office and other classrooms to ensure students and staff are safe and connected.</p> <p>Learning environments have been created for students with special needs as well as an outdoor learning space for Kindergarten through fencing additions.</p>
<p>Support for beginning teachers</p>	<p>Funds received to support beginning teachers and their supervisors.</p> <p>\$29,649</p>	<p>Temporary beginning teachers received regular, structured support from the instructional leaders, their supervisors and interventionists. This occurred through release to observe other teachers, collaborative time to engage in professional discussion and releasing experienced teachers to observe and give feedback on the beginning teacher's teaching practice.</p> <p>Beginning teachers were also supported to attend external workshops or professional learning that was relevant to their PDP goals. Follow up was conducted with supervisors to observe the impact of PL.</p> <p>There was also the opportunity to attend other local schools to observe practices in a different/similar context.</p> <p>Teachers reported a positive improvement in their practices and confidence through the collaborations and feedback processes that resulted in change.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	113	111	107	99
Girls	102	85	86	95

Student attendance profile

School				
Year	2014	2015	2016	2017
K	87.2	92.2	89	88.8
1	87.3	83.3	88.4	86.5
2	83.1	90	90.3	87.6
3	92.4	81.6	88.1	88.7
4	87.3	89	86.6	88.8
5	87.4	86	87	88.1
6	89.8	89.2	87.9	89.2
All Years	87.6	87.5	88.3	88.2
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

During 2017, Coonamble Public School used a data driven, targeted approach to attendance with the aim to maintain and improve whole school attendance, encourage and acknowledge excellent attendance, provide interventions for identified students and increase the number of explained absences. The whole school attendance rate has remained stable in 2016 and 2017 and is slightly improved from the 2015 rates. There is consistency in attendance between the grades.

An attendance officer was employed to assist with interventions, follow-up with parents when students were absent and manage the attendance acknowledgement and reward

processes. Attendance data was monitored daily and phone calls/texts were made to check on wellbeing of students. If necessary, home visits were organised with AEOs and letters requesting explanations of absences were sent home. The attendance officer met with the Deputy Principal, Home School Liaison Officer and Aboriginal Student Liaison Officer each fortnight to identify concerns, develop improvement plans and interventions or identify individual students who may require additional support to increase their attendance rate. There was a significant increase in the percentage of explanations received following absences (24% 2015–2017).

A tiered approach to attendance was used to individualise support. Students in tier 1 are on track and acknowledged regularly at assembly and in the newsletter. Students in tier 2 require intervention and a personalised attendance plan to set goals. If students achieved their goals, they received an acknowledgement. Students in tier 3 require intensive support and were often referred to the Home School Liaison Officer. At the end of 2017, there were 90 students in tier 1, 84 in tier 2 and 21 in tier 3. The 21 students who were in tier 3 were referred to the HSLO/ASLO and 2 families were followed up through higher authority interventions. The proactive approach is maintaining satisfactory attendance rates but there is a need to improve in 2018.

Class sizes

Class	Total
KR	17
KP	16
12KC	25
1A	13
2J	13
3F	23
4M	25
5P	22
6S	23

Structure of classes

School funds are used to employ additional classroom teachers which reduces class sizes, specifically in the early years of schooling.

Two small kindergarten classes with a full time SLSO in each room was an effective model to individualise instruction in the early years. In stage 1, a 1/2 composite class of capable learners was formed with 2 teachers team teaching during the literacy and numeracy sessions. Small year 1 and 2 classes worked closely with the IL to provide individualised learning.

In 3–6, one class per grade is formed and the numbers

are relatively small. Two SLSOs support individual or small groups with literacy and numeracy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	9.5
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.28
Other Positions	1

*Full Time Equivalent

The school staff includes four permanent teachers who are local Aboriginal people. There are six temporary SLSOs who are identified as Aboriginal. They provide support and advice to students in every classroom to facilitate connections to the heritage of the local area and ensure that students understand their learning. Two Aboriginal Education officers work closely with community to develop strong relationships with the school and clarify understandings around school processes.

The Senior Leader, Community Engagement is a local Aboriginal who coordinates strategies and initiatives that will move the school towards achieving the key deliverables of the strategy. There is consultation with community and liaison with AECG and staff to achieve the common goal for all students.

Workforce retention

Coonamble Public School is fortunate to have a core of permanent teachers who are long term local residents. This experienced group provide a strong, supportive team for teachers in their first two years of teaching who seek employment in rural and remote locations.

A significant number of additional staff is employed using RAM funding to reduce class sizes and cater specifically for the learning needs of our students. This provides opportunity for new graduates to obtain temporary engagements of up to 12 months. There is a significant percentage of these teachers that do not stay long term, and as a result, there is a high turnover

for some positions within the school. It is often difficult to locate and retain staff due to the isolation and lack of services within the town.

Two of the substantive assistant principals are seconded into higher positions as instructional leaders – EAFS and middle years (funded by the primary and secondary school). The resulting relieving opportunities provide valuable leadership experience for young teachers. EOI processes are conducted to backfill the positions.

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

The school employs a number of beginning teachers who are working towards accreditation at proficient. In 2017, 2 teachers achieved accreditation at proficient. Three teachers submitted maintenance reports at proficiency and 2 teachers are working towards their accreditation at the higher levels of Lead. During November, all pre 2004 teachers became accredited as proficient.

Professional Learning occurred throughout the year in a variety of forms. Whole school PL was presented in staff meetings and SDDs to support the strategic directions of the school plan. All staff had the opportunity to access external PL (workshops, conferences, online learning, or forums) that were relevant to their goals. Some staff participated in on-site forums, collaborative sessions and observation processes to enhance their understandings and build capacity to improve their practice.

In 2017, all non teaching staff developed goals through the PDP process which resulted in improved work outcomes. Non teaching staff participated in role specific PL led by the AP Support.

Professional Learning was tracked for each staff member in google documents and expertise was shared as appropriate. The impact of specific PL was personalised and evident in improved teaching practice. Collaborative time with instructional leaders was highly valued in school evaluation processes. The quality of teaching programs improved as units were developed and shared for whole school focus areas of cultural curriculum, STEM and music.

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.

The school allocated funds in 2017 for airconditioning, sensory playground spaces and technology updates which will be expended in 2018. Airconditioning is a priority for the school community and the P&C undertook extensive fundraising in 2017 to contribute to the cost of completing all rooms.

The school does not receive funds from voluntary contributions and is required to provide substantial subsidies to families to ensure that all students have access to excursions, events and quality resources. This includes extensive financial assistance to families for uniforms, emergency lunches, breakfast club, costs of overnight excursions and classroom equipment.

The majority of RAM funds are allocated to additional support staff and classroom teachers to provide a more individualised approach to teaching and learning.

Receipts	\$
Balance brought forward	1,172,503
Global funds	268,017
Tied funds	1,692,568
School & community sources	32,467
Interest	18,854
Trust receipts	8,157
Canteen	0
Total Receipts	2,020,064
Payments	
Teaching & learning	
Key Learning Areas	12,286
Excursions	8,490
Extracurricular dissections	14,485
Library	2,707
Training & Development	0
Tied Funds Payments	1,278,996
Short Term Relief	46,334
Administration & Office	94,249
Canteen Payments	0
Utilities	53,721
Maintenance	29,451
Trust Payments	5,845
Capital Programs	0
Total Payments	1,546,565
Balance carried forward	1,646,002

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 (\$)
Opening Balance	0
Revenue	1,789,441
Appropriation	1,758,262
Sale of Goods and Services	-82
Grants and Contributions	31,261
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-387,658
Recurrent Expenses	-387,658
Employee Related	-253,637
Operating Expenses	-134,022
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,401,783
Balance Carried Forward	1,401,783

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.

Financial management is led by the principal and the school administration manager. Budgets are submitted by teams and staff who lead initiatives and approved/prioritised by the executive through consideration of school plan, maintenance of existing resources and implementation of DoE priorities.

Some initiatives budgeted in 2017 could not be undertaken for a variety of reasons and these funds were carried over to 2018 as they remain a priority. Funds are also allocated for replacement of major assets and in 2018 it is planned to upgrade technology resources across the school.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,543,954
Base Per Capita	33,915
Base Location	115,379
Other Base	1,394,660
Equity Total	1,380,739
Equity Aboriginal	684,287
Equity Socio economic	505,336
Equity Language	0
Equity Disability	191,116
Targeted Total	587,541
Other Total	760,108
Grand Total	4,272,342

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.

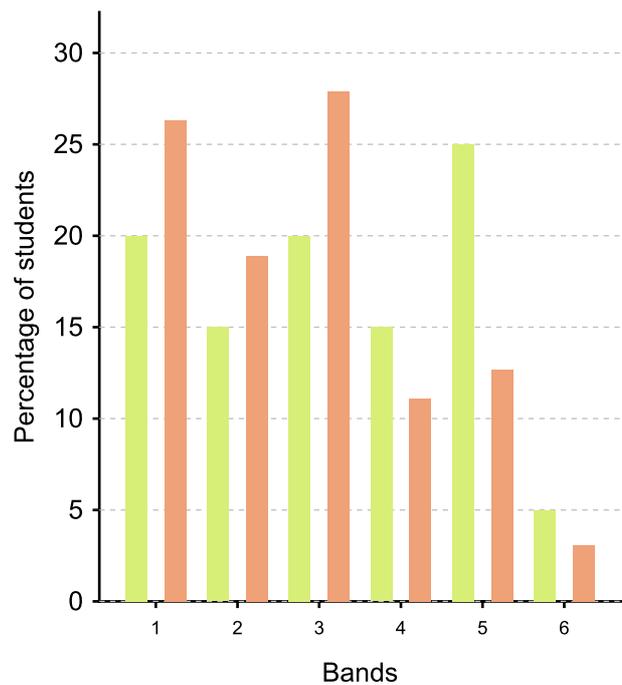
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

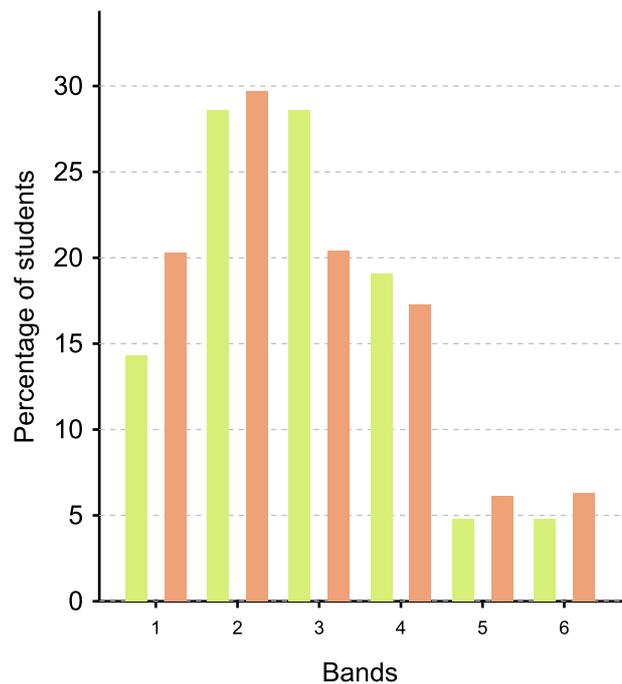
NAPLAN

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.

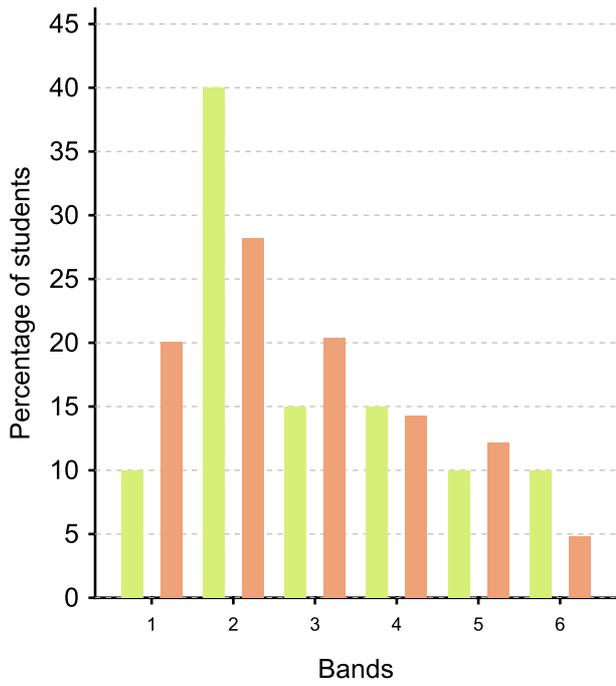
Percentage in bands:
Year 3 Grammar & Punctuation



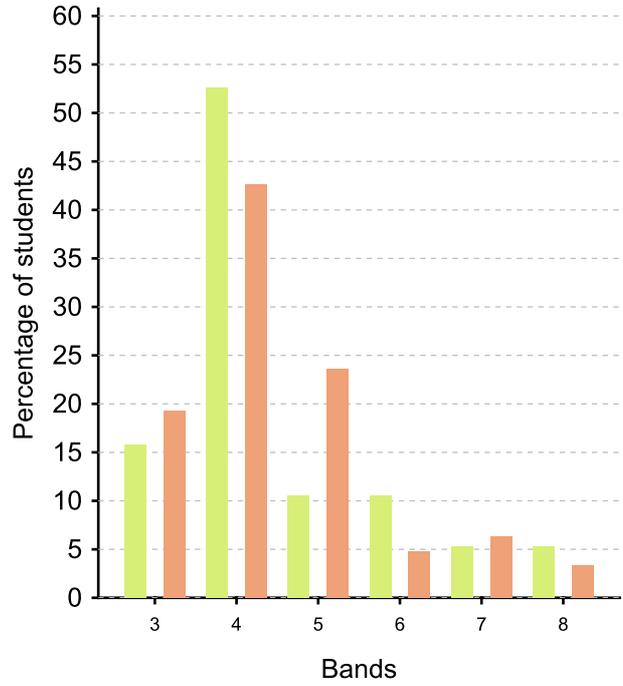
Percentage in bands:
Year 3 Reading



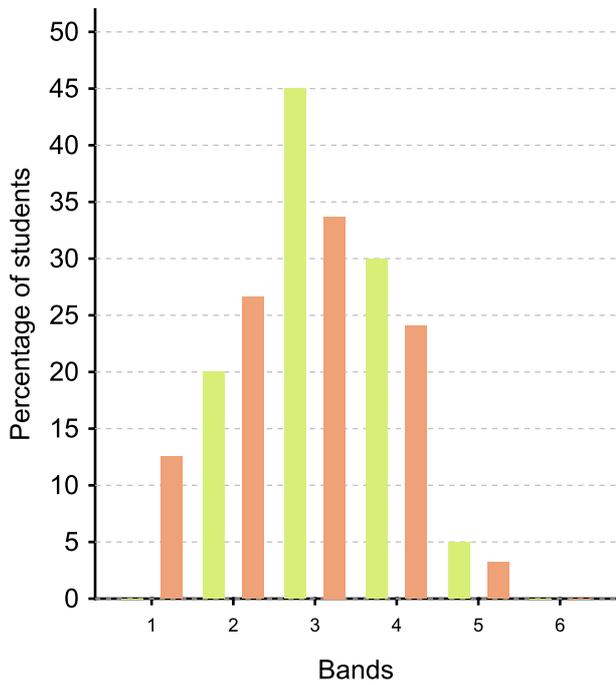
Percentage in bands:
Year 3 Spelling



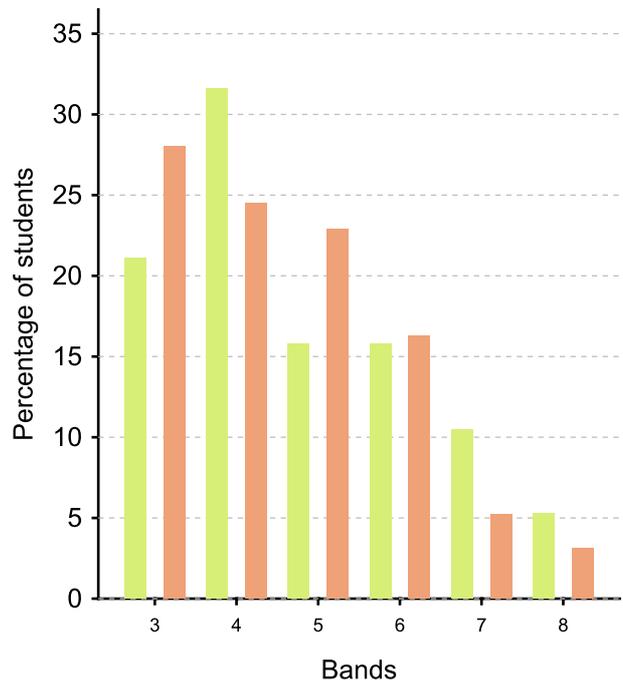
Percentage in bands:
Year 5 Grammar & Punctuation



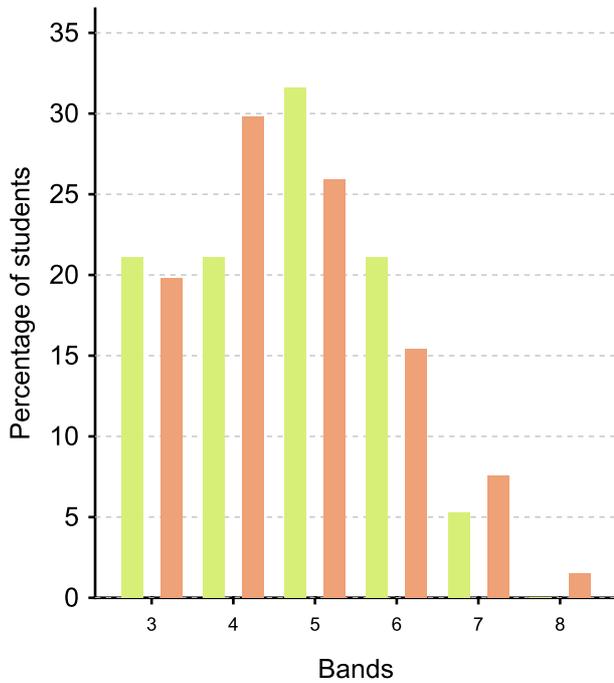
Percentage in bands:
Year 3 Writing



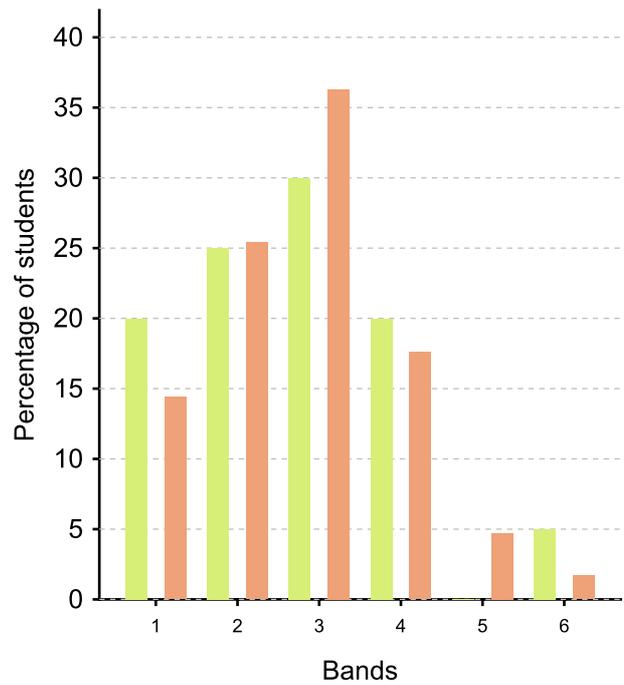
Percentage in bands:
Year 5 Reading



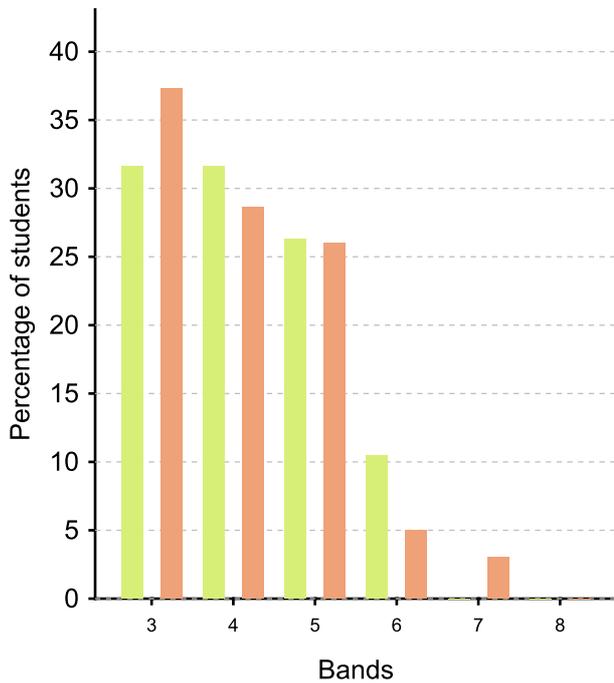
Percentage in bands:
Year 5 Spelling



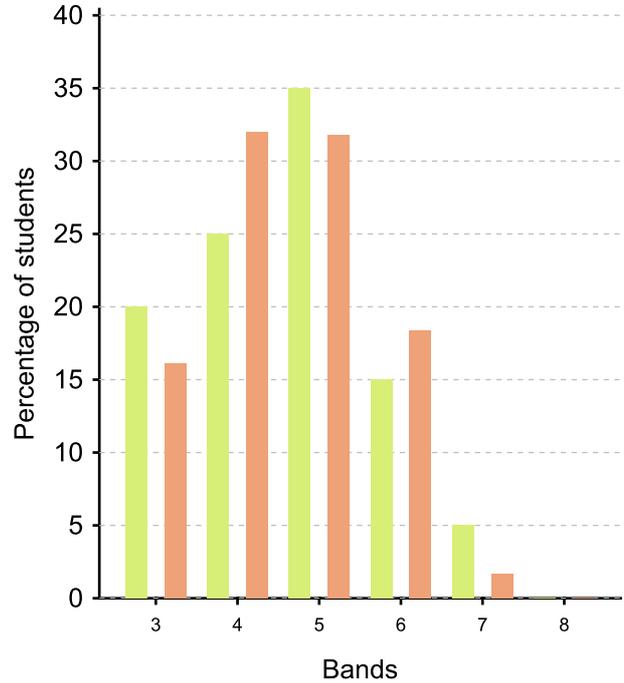
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



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.>

Premier's Priorities: Improving education results and State priorities: Better services – Improving

Aboriginal education outcomes for students in the top two NAPLAN bands

Aboriginal students at Coonamble Public School are not yet achieving the Premier's priority of improving the percentage of students in the top 2 bands. There has been no significant improvement in performance in NAPLAN for Aboriginal students in any area of the test.

There is evidence of pleasing value added/growth from year 3 to year 5 which indicates that current practices are having impact on improving achievement from tracking outcomes but this has not translated to NAPLAN results as yet.

In year 3 reading, spelling and grammar & punctuation, approximately 6 students achieve the top 2 bands but in year 5, this drops to about 2 or 3 students.

Performance will continue to be measured with both formative and summative assessment processes within the school and through NAPLAN analysis.

Parent/caregiver, student, teacher satisfaction

Each year the school seeks the opinions of parents, carers, staff and students about the school. In 2017, information was gathered from these groups through Tell Them From Me (TTFM) surveys, information sessions and a community feedback event in term 4.

Parents/Community

Generally, parent and carers report that they feel welcome at the school and agree that most communication is clear, timely and in plain language through newsletters, facebook and information from class teachers. The majority of parents and carers are comfortable to speak to their child's teacher about most issues. They also report that the school contacts them quickly regarding wellbeing issues. Parents and carers indicated that they would like to be contacted more frequently about learning achievement as most communication has a wellbeing focus.

They were very positive in feedback about learning meetings conducted to discuss student progress with classroom teachers. They believe this forum provided a much deeper understanding of their child's learning progress and areas for further development. The trial reporting process with 2 classes at the end of semester 2 was very well received and will be extended to all classes in 2018 as a reporting model. Approximately 85% of parents attended these learning meetings and engaged in discussions with teachers and their child.

Bullying was identified as an ongoing issue in the TTFM surveys and this area needs to be analysed further for more specific issues. Anti-bullying strategies and a proactive approach will be a focus in the next school plan.

Parents and carers agree that they support learning at home by encouraging their child to do their best, praising good effort and talking to their child about the learning or assignments. Parents and carers have also requested workshop sessions with their children where strategies used to learn concepts are explained and modelled. This will improve their ability to provide meaningful support at home.

There is a strong belief that teachers have high expectations for all students to improve and parents/carers indicate that the teachers are committed to the students of Coonamble Public School. 75% of parents/carers indicated that they have regular interactions with teachers around learning or wellbeing.

Students

Students are surveyed twice per year. In 2017, a focus group of students were also interviewed regarding their opinions about the quality of wellbeing and learning initiatives in the school.

Participation in sport remains consistently high for the majority of students and they enjoy extra curricula activities like choir and band. Students are keen to

represent the school and perform in the community and their confidence is improving significantly.

Students generally agree that they try their best and receive help and support from teachers when the work is difficult.

Most students could articulate strategies to use when they are concerned or anxious and identified a trusted adult on staff who would support them. They believe that most teachers are fair and they knew the school expectations. The majority of students understand the concepts of PB4L and could talk about the PATHS program.

All students reported that the school psychologist was a positive person in the school and trusted by everyone. They recognised calming strategies and stated that the school psychologist helps all students.

Students are beginning to understand the explicit teaching model and know the learning intentions of lessons. They agree that teachers try to make lessons interesting and make adjustments to cater for different needs.

More than 70% of students indicate that they feel good about their culture at school and that teachers understand their culture. They are respected and their culture is valued. Students enjoyed the opportunities to participate in dance workshops and cultural activities in 2017.

Teachers

The majority of staff agree that the school is working to provide a safe, orderly and respectful learning environment for all students. They state that the leadership structures provide relevant and strong support which enhances their ability to improve learning outcomes for students. Teachers are appreciative of the instructional leadership provided across the school which builds capacity through collaborative practices and excellent professional learning opportunities.

Teachers indicate that there is a strong sense of collaboration amongst their peers and this increases engagement for students in curriculum experiences. They feel confident to discuss learning, issues and concerns with their colleagues and have developed a problem solving approach to improvement.

There is a common belief that all teachers have high expectations for students in both learning and wellbeing. They continually seek new strategies and opportunities to improve engagement and ensure that all students are included in school life. Learning is monitored and meaningful feedback is provided to students to assist them to improve.

Analysis of data is an increasing focus for teachers as they develop processes to plan future learning experiences for students. Teachers are improving their ability to gather, analyse, interpret and plan effectively from a variety of data sources.

In 2017, the application of technology as a learning tool

in the classroom improved as a significant number of staff committed to the regular, effective use of technology in lessons across KLAs. This is an identified area for further development across the school so that technology becomes a valued tool for learning.

Teachers were positive about the introduction of learning meetings with parents/carers as an avenue for discussing learning achievements and areas for improvement in a supportive environment using worksamples and models. Teachers are generally keen to interact with parents and carers in a positive, proactive approach in the future.

Policy requirements

Aboriginal education

Providing a strong Aboriginal education is a high priority in the school as part of Connected Communities strategy. All staff are committed to contribute and ensure the implementation of the key deliverables of the strategy.

Every student has a personalised learning pathway which is developed with the parent/carer, student and teacher. Individual goals for literacy, numeracy, social and cultural are established in a learning meeting and implemented throughout the year. Goals are collated to be incorporated into whole class teaching programs or individual plans are followed where needed. Progress towards goals is discussed at review meetings as needed and the plan is reviewed during the term 4 reporting session.

In 2017, a cultural team was established which included the Senior Leader Community Engagement (SLCE), language tutor, 2 AEOs, cultural SLSO and the Aboriginal teacher who was developing and leading the implementation of the Healthy Culture, Healthy Country curriculum framework across the school (P-6). A two year scope and sequence was developed and initial implementation in 2017 was through an RFF model with one teacher and the SLSO teaching each class each week following the unit of work. Language was taught as a 30mins additional session with the classroom teacher present in the room. The cultural team met fortnightly to provide/source the local content for the lessons and to assist with organisation of school cultural events and initiatives. Additional local community members were consulted on various matters as needed and also contributed to lessons in a variety of ways using their strengths and knowledge. In 2018, it is anticipated that every classroom teacher will deliver the cultural curriculum units in their classroom with the assistance of the cultural team and other community members as appropriate.

Cultural events occurred throughout the year to promote pride in and respect for the Aboriginal culture in the community. It is important that the students and their families can connect strongly to their local culture.

We celebrated Reconciliation Day, National Apology Day and NAIDOC week with special assemblies and presentations. The community were actively engaged during NAIDOC week and the families really enjoyed the variety of activities on the open day. It was a friendly, fun day which brought everyone together to celebrate the culture.

Community links were maintained and strengthened with the AECG and the School Reference Group who provided sound advice and guidance for educational decisions to ensure they were culturally appropriate and relevant. These groups also assist the successful implementation of the key deliverables of the Connected Communities strategy.

Aboriginal Dance was introduced to the school and a group of year 5 students attended dance workshops at Lake Keepit. Teachers have committed to continuing this focus by training and inviting specialists to assist with the teaching. Students and parents have shown a keen interest in establishing Aboriginal dance, music and didge playing into school activities and as positive connection to their culture.

Multicultural and anti-racism education

The elected ARCO continued to maintain training and provided support and advice on anti-racism to staff and community as required.

Harmony Day was acknowledged with celebration of acceptance and inclusion of all cultures in our school community. Students engaged in activities in their classrooms and a whole school display of unity was constructed. Staff and students dressed in orange to demonstrate their recognition of harmony in the school and community.

Multicultural perspectives are incorporated into Key Learning Areas and staff are required to recognise and value the heritage of all students in their class when planning learning experiences..