

Cooranbong Public School Annual Report



**COORANBONG
PS**


**Innovation Opportunity
Excellence**

2017

**COORANBONG
P.S.**


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Introduction

The Annual Report for 2017 is provided to the community of Cooranbong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

At Cooranbong Public School we believe in maintaining a culture of school excellence, where every student is nurtured and inspired to reach their own potential, in a caring and supportive environment.

School context

Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 221 students with 18 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has nine classes from Kindergarten to Year six, including a multi-categorical support class.

The school's Family Occupation and Educational Index (FOEI) value is 126, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and for low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations.

The school has strong and genuine partnerships with both their school and business communities.

Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

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:

Throughout 2017 there was a continued focus on the areas of well being , curriculum and learning. The Implementation of Positive Behaviour for Learning (PBL) was a continued focus, with staff, students and parents all embedding our key expectations of Safety, Respect and Engagement across all school settings. All students engaged in daily and explicit PBL lessons. This supports a safe and supportive learning environment for all students, staff and the community. As part of the Early Action for Success program the Instructional Leader facilitates data talks and collaborative planning in stage groups every 5 weeks. Teachers, students and parents all participated in three way interviews at the beginning of the year to set learning goals and these have been regularly reviewed and monitored for all students. An intervention teacher was employed full time as part of the Learning Support Team. Intervention was targeted through evidence based practices and regularly reviewed.

In the domain of Teaching:

All staff have engaged in targeted professional learning that supports school priorities and professional learning plans. Powerful Learning Accountable Teaching (PLAT) and EAFS data is collected and analysed every 5 weeks and used to inform teaching programs and target intervention. Teachers regularly receive feedback on their teaching through the Explicit Instruction (EI) lead teacher, peers and school leaders to improve and embed explicit instruction into their daily teaching practices. Teachers are able to observe expert teachers, who model targeted lessons to support the implementation of Explicit Instruction.

In the domain of Leading:

Parents/carers and community members are provided with opportunities to engage in a variety of school based activities.

Staff have initiated a variety of programs and initiatives such as three way interviews, transition programs, reading sessions and cultural forums, which have been well received and attended by parents. Planning and implementation processes for resource allocation, professional learning, performance monitoring and reporting have been developed. Monitoring, evaluation and review processes have been embedded and undertaken each term through whole school evaluation teams linked to the school plan and the School Excellence Framework. This has been an integral aspect in building leadership capacity across the school.

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

Inspirational Teaching (PLAT & EAFS) and Dynamic Leadership

Purpose

To build teacher capacity while utilising Powerful Learning Accountable Teaching (PLAT) and Early Action for Success (EAFS) strategies, in order to develop highly literate and numerate students, who are inspired to develop a love of learning.

Overall summary of progress

Early Action for Success (EAFS) and Powerful Learning Accountable Teaching (PLAT) provided an effective platform for teacher to build their capacity through 5 weekly collection of data which was used to inform teaching programs and target intervention. Teacher were able to use this data to provide quality feedback directly linked to learning goals and build capacity in students to take ownership of their learning. Professional development focussed in the area of Explicit Instruction, with regular opportunities to collaborate with colleagues and participate in teaching observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN 39.1% Year 5 students achieving in the top two bands of Reading 17.1% Year 5 students achieving in the top two bands of Numeracy	0.4 LaST \$17865	20% of Year 5 students achieved in the top two bands for Reading 70% of Year 5 students achieved in the top two bands for Numeracy
100% of students achieving in the zone of expected performance for Reading, Writing, Spelling, Grammar and Vocabulary and Numeracy.	\$93233 – Instructional Leader	<ul style="list-style-type: none">• 64% of Kindergarten students achieving in the zone of expected performance• 83% of Year 1 students achieving in the zone of expected performance• 80% of Year 2 students achieving in the zone of expected performance• 83% of Year 3 students achieving in the zone of expected performance• 81% of Year 4 students achieving in the zone of expected performance• 89% of Year 5 students achieving in the zone of expected performance• 93% of Year 6 students achieving in the zone of expected performance• strengthened links with community centres• Increased number of teachers plotting students on continuum and using assessment to drive teaching.
Percentage increase of students achieving within the zone of high performance. 2014 data as baseline data.	\$12500	All classes 3 – 6 are completing DWWU, Spelling, reading and math warm ups. All classes K – 2 are doing daily reading, writing and math warm ups.
All Aboriginal students outcomes comparative to their cohort.	\$10,812	Employ Student Learning Support Officer

Next Steps

- Continuation of early Action for Success Instructional Leader
- Replace the collection of PLAT data with Learning Progression data in 2018 for K – 6 classes

- Explicit Instruction to be supported by in school EI Leader, with less focus on external expertise

Strategic Direction 2

Engaged Communities and Enriched Technological Outcomes

Purpose

To strategically engage our students, staff and local community and develop their technological capabilities, to assist in improving technological outcomes for all.

Overall summary of progress

The implementation of wireless technology throughout the school and the purchase of online resources to support student learning and teaching programs has enhanced student confidence in utilising technology. Students, staff and parents have participated in online surveys and professional development in using technology in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved confidence in utilising technology from students, staff and the community. (pre and post surveys and forums)	\$30000	81% of students reported that they engaged directly with a computer or tablet at least twice a week in their classroom setting. 52% of students in engaged with technology to complete school work at home. 90% of classroom SmartBoards have been updated with new interactive panels. Laptops have been purchased along with a charging and storage station.
Positive feedback from community about their technological improvements.		The replacement of out-dated Smart boards throughout the school has been positively received. The use of laptop trolleys to support wireless technology in classrooms and the resourcing of Reading Eggs and Mathletics is welcome. Parents have indicated throughout the Tell Them from Me survey that updated technology and its use is still a focus.
SASS staff and Principal confident about their understanding and knowledge of SAP and SALM.		Principal and SASS staff have continue to attend training as provided throughout the year. A expert SAM has attended the school for several days to support our SAM in SAP procedures and processes.
Student, staff and community improvement in touch typing and technology skills.		All classes have access to a class set of laptops and every students has school and home access o online software such as Reading Eggs and Mathletics.

Next Steps

- Continue to update remaining Smart Boards as they fail.
- Utilises library space as a wireless technology hub for non library days for all classes to access.
- An explicit technology scope and sequence developed and implemented outlining when key skills are to be taught.
- Continued support for SASS staff in SAP and SALM

Strategic Direction 3

Sustainable, innovative and collegial practices across Western Shores Learning Alliance.

Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA, by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

The Western Shores Learning Alliance (WSLA) Principals collaborate regularly to improve outcomes across the community of schools. Attendance at the whole WSLA staff term professional learning meetings has improved with more teachers taking on leadership roles. Attendance at the WSLA Education Week celebration improved in 2017 and parents were regularly engaging with the WSLA P&C, attending combined P&C meetings each term. The Aboriginal Education team working in consultation with the AECG has embedded a strong focus on K–12 improvement through professional learning, cultural understanding and an extensive transition process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WSLA Aboriginal Education team to implement 3 initiatives in 2017	2 x Casual Days each to release 2 staff = \$1600 (Aboriginal Background loading)	Aboriginal Education team, comprising of members from all WSLA schools, established 3 committees: transition, culture and professional learning. Culture team facilitated the Jarjum Soar cultural day for all WSLA Schools. This initiative was funded by a donation from Broadspectrum. Transition team organised a Stage 3–6 WSLA NAIDOC celebration at MHS. Establishment of Aboriginal Education Officer visits to WSLA schools. Professional Learning Team coordinated a combined SDD for all WSLA staff on Aboriginal Education at Myuna Bay.
All WSLA Year 6 Aboriginal students have a PLP on MGoals.	Whole staff professional learning session	100% of all Year 6 Aboriginal students had a PLP on MGoals. PLPs were developed in collaboration with AECG, parents/carers, teachers and students.
Improved community awareness of WSLA and engagement in WSLA events		The WSLA logo was included in all school newsletters and on all school websites increasing the awareness of WSLA across the communities. The Education Week Award ceremony at MHS had an increased community attendance due to all schools having a performance item showcased on the evening. Awards were presented in recognition of student, staff, non-teaching staff and community members from all schools. New teardrop flags were displayed from all schools at the Awards ceremony. WSLA schools continued the Education Week displays at Morisset Mall promoting each school to the broader community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SASS and Support staff to attend combined WSLA Professional Learning meetings		SASS network Professional Learning meetings were established in Term 4 with all School Administration Managers attending.
All schools initiate the implementation of PBL with 3 common expectations	\$10 000	<p>All WSLA schools have launched PBL and established the 3 common expectations of being Safe, Respectful and Engaged.</p> <p>Key staff attended universal training.</p> <p>Signage to reflect school expectations was designed and purchased.</p> <p>Each school held their own PBL launch day to launch within their own community.</p> <p>Stage 3 students from all schools attended the PBL launch at Morisset High School which strengthened the message that we all have the same expectations for behaviour.</p>

Next Steps

In the 2018–2020 schoolplan, WSLA initiatives will be embedded in each school's three strategic directions. These initiatives will provide enriching activities for our students and staff and are important processes in achieving our goals. Writing has been identified as an area that requires improvement across the WSLA schools and will be a focus for collaborative professional development. Further opportunities for collaboration between the schools and enhanced transition processes will also be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10 800	Aboriginal students engaged and supported in their learning. Teaching and learning programs reflect Aboriginal perspectives across k–6 classrooms
English language proficiency	\$4 135	ELP students received targeted support through tiered intervention.
Low level adjustment for disability	0.4 (FTE) LaST \$17 865	LaST and SLSO support targeted students Students achieving in the zone of achievement
Quality Teaching, Successful Students (QTSS)	0.144 (FTE)	All staff participated in regular collaborative planning and data analysis days each term. Staff were given opportunities to participate in teacher observation and feedback linked directly to professional Learning plans each term .
Socio–economic background	\$149 583	An interventionist was employed full time from Term 2 – 4 to support students as identified through regular data analysis. Students were supported at the point of need. An SLSO was also employed part time support students with challenging needs to engage in daily learning activities. 3 Interactive panels were purchased to upgrade out dated technology. All students were given access to Reading Eggs and Mathletics. Laptops were also upgraded. Staff were released to facilitate all students and parents participating in 3 way interviews and forming meaningful learning goals.
Support for beginning teachers		Beginning teacher funds were used to support Early Career teachers with targeted support to participate in professional learning that was aligned to professional learning goals. Staff were also given extra release time to support class room preparation and accreditation processes.
Reading Recovery	0.314 (FTE)	All students exiting program at RRL 16 or higher

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	69	76	94	110
Girls	62	69	101	124

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	95.6	94.9	95.6
1	93.7	94	94.5	95.4
2	90.5	94.5	95.2	96.5
3	89.3	95.5	94.2	95.7
4	91.6	92.1	93.8	95.7
5	92.5	93.7	92	95
6	91.3	92.3	92.7	96.6
All Years	91.8	93.9	94	95.8
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 is monitored by classroom teachers, who contact parents on the second consecutive unexplained absence. Classroom teachers work with parents to build a supportive relationship to ensure the wellbeing of students. In 2018 Cooranbong Public School will use a text messaging service where all absences are immediately notified to parents. Parents will be able to respond via text message to explain the absence.

An attendance officer is given time each week to monitor attendance concerns. These concerns are tabled at Learning Support Team meetings where a plan of action is developed. Each term the attendance officer meets with the parents of students who have attendance concerns and an individualised attendance

plan is formalised.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	9.31
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.42
Other Positions	0

*Full Time Equivalent

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

In 2017 Cooranbong Public School had 2 staff members working towards accreditation at proficient.

During 2017 staff participated in various professional learning opportunities:

- CPR, Anaphylaxis & Asthma training
- 2017 Child Protection update
- Code of Conduct
- Positive Behaviour for Learning
- Powerful Teaching Accountable Teaching
- Western Shores Learning Alliance Professional Learning initiative
- EAfS – Early Action for Success
- NCCD – National Consistent Collection of Data

- Personalised Learning and Support
- Seven Steps Writing
- Explicit Instruction
- Consistent Teacher Judgement
- Stronger Smarter Coaching
- Principal Learning Networks meetings
- Principal Symposium
- WSLA combined Aboriginal Education Day
- L3 training
- MAPA training

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	34,697
Revenue	2,322,538
Appropriation	2,268,646
Sale of Goods and Services	1,060
Grants and Contributions	52,467
Gain and Loss	0
Other Revenue	0
Investment Income	365
Expenses	-2,260,350
Recurrent Expenses	-2,260,350
Employee Related	-2,028,114
Operating Expenses	-232,236
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	62,189
Balance Carried Forward	96,886

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	1,618,347
Base Per Capita	30,590
Base Location	0
Other Base	1,587,757
Equity Total	223,204
Equity Aboriginal	10,812
Equity Socio economic	149,583
Equity Language	4,315
Equity Disability	58,494
Targeted Total	245,634
Other Total	141,021
Grand Total	2,228,206

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.

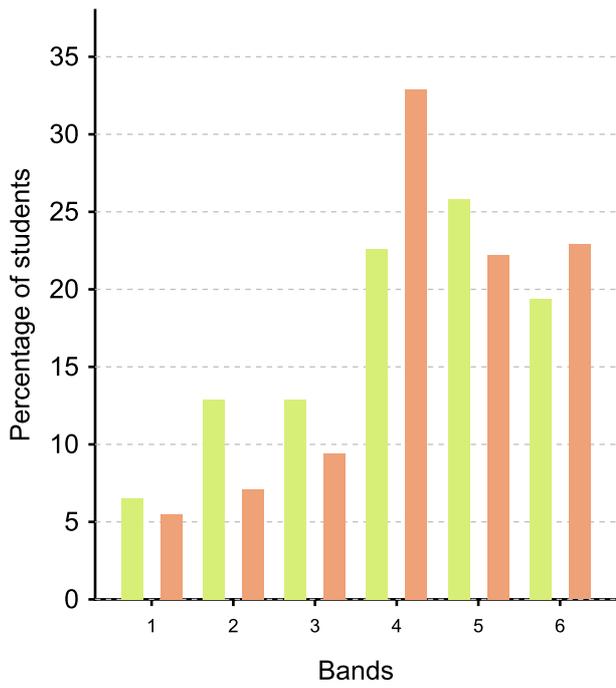
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

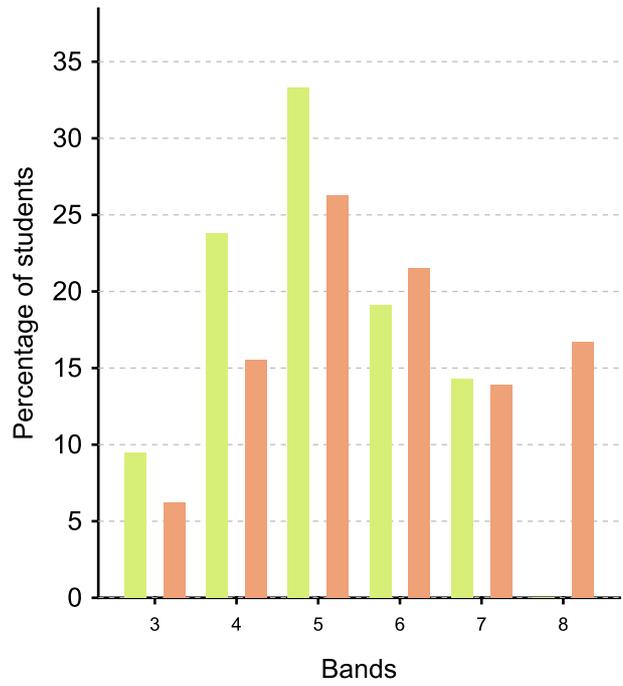
NAPLAN

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.

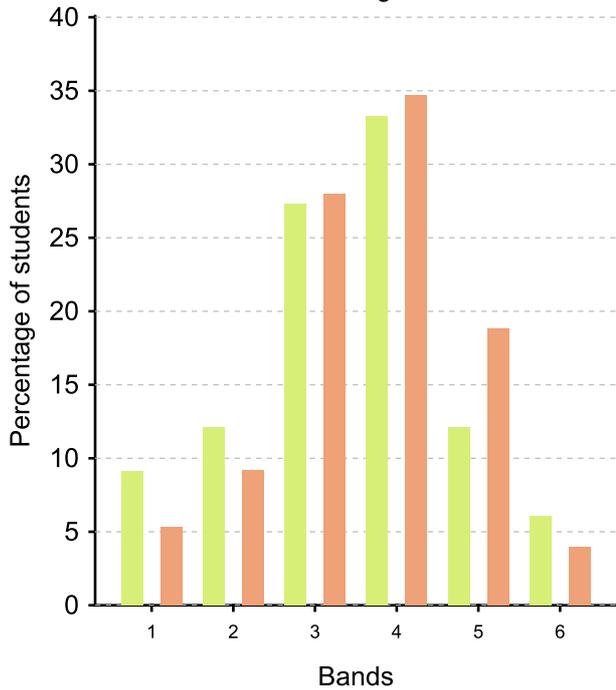
Percentage in bands:
Year 3 Reading



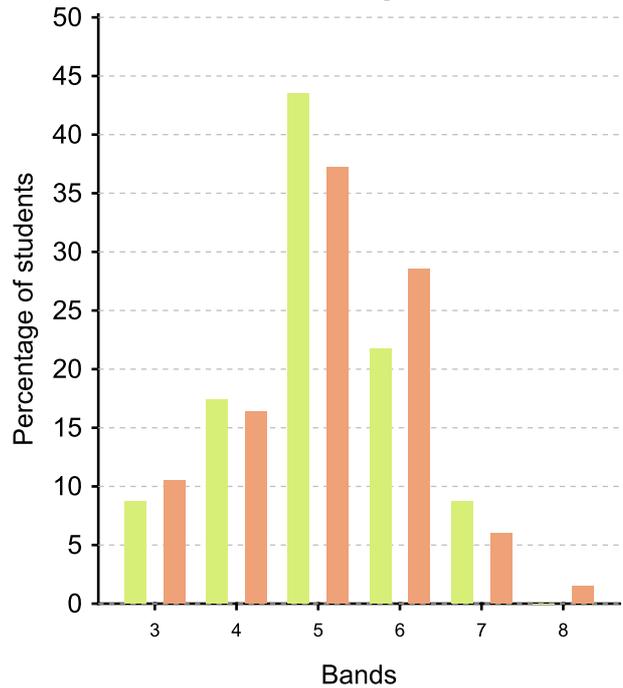
Percentage in bands:
Year 5 Reading



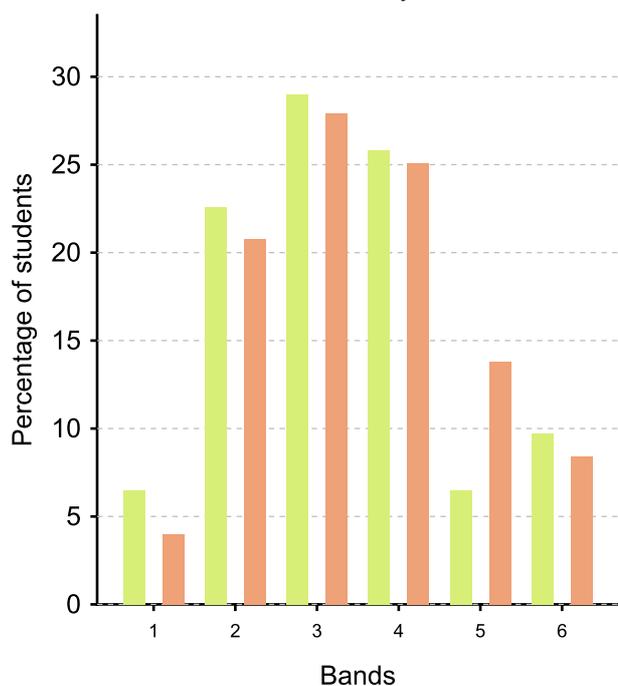
Percentage in bands:
Year 3 Writing



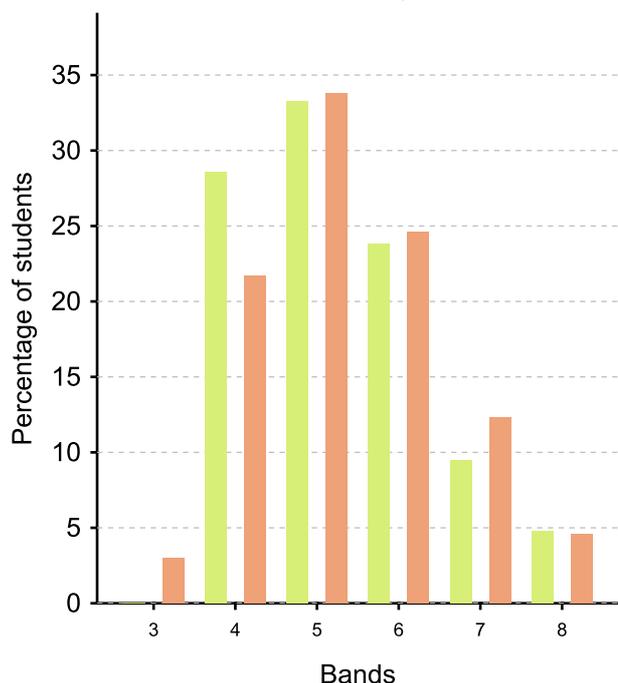
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



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.

In 2017, 4 Year 3 Aboriginal students completed the NAPLAN assessment. 58% of students were in the top

two bands for Grammar and Punctuation and 58% in the top two bands for Spelling. 33% were in the top two bands for Numeracy. 33% were in the top two bands for Reading. In 2017, 3 Year 5 Aboriginal students completed the NAPLAN assessment. 75% of students were in the top two bands for Reading. 25% of students were in the top two bands for Writing. There were no Year 5 Aboriginal students in the top two bands for Numeracy at Cooranbong PS.

Parent/caregiver, student, teacher satisfaction

The following is a snapshot of the Tell Them From Me surveys completed in 2017.

Parent responses included: (Scores being out of 10)

- Parents feel welcome – 4.7
- I feel confident when speaking to my child's teacher – 5.3
- Administration staff are helpful – 4.2
- Reports are easy to understand – 5.2
- My child is encouraged to do their best work – 8.5
- Teachers take account of my child's needs, abilities and interests – 4.1

Student responses included: (Students from Yr4–6 were surveyed)

- Students have positive relationships – 85%
- Students value their learning outcomes – 88%
- Students with positive behaviour at school – 88%
- Students try hard to succeed in learning – 89%
- Students believe that teachers respond to their needs and encourage independence – 80%
- Students believe that teachers have high expectations for student success – 79%

Teacher responses included: (scores being out of 10)

- School leaders have helped me improve my teaching – 6.9
- I work with other teachers to develop cross curricular or common learning opportunities – 7.8
- I talk with teachers about strategies that increase student engagement – 8.1
- I set high expectations for student learning – 8.6
- I monitor the progress of individual students – 8.3
- When I present a new concept I try to link it to

Policy requirements

Aboriginal education

Cooranbong Public School received Aboriginal background funding in 2017. Cooranbong Public School's support of academic and cultural learning of Aboriginal and Torres Strait Islander children have included:

- The employment of an SLSO to support student learning and engagement.
- Three Way interviews at the beginning of term 1 to support the PLP process.
- All students using M Goals.
- Continued to strengthen the partnership with Itji Marru AECG including hosting local meetings.
- Continuation of the WSLA Aboriginal Education Team involving Staff, AECG and community to develop milestones for Aboriginal Education.
- NAIDOC celebrations, including performance and links with High School indigenous dance and cultural groups.
- Principal trained in Stronger Smarter Course.
- Aboriginal students involved in the high school NAIDOC activities
- Coordinating MHS Aboriginal Education Officer(AEO) to support community, staff and students with ongoing school visits
- SDD with WSLA schools focus on Aboriginal education provided by WSLA Aboriginal Education team and Itji Marru AECG
- Support for staff to attend (local and regional) AECG meetings

Multicultural and anti-racism education

All students participated in Harmony Day in Term 1 2017. Harmony Day celebrations provide an opportunity for students to come dressed in culturally significant clothes and also provided links with the community, who provide a huge array of food from a variety of cultures for student, staff and parents to experience. Students engaged in multicultural activities throughout the day. A whole school artwork was produced on the day and is currently displayed in the school hall. Harmony Day celebrations provided a fantastic platform for students to engage with the many cultures prevalent within our community.

We have an identified Anti Racism Contact Officer trained in the Department of Education policies and procedures.