

# Coramba Public School

## Annual Report



2017



1647

## Introduction

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

Julie McKenzie

Relieving Principal

### School contact details

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### Message from the Principal

2017 has been a terrific year at Coramba Public School, with many outstanding achievements in curricular and extra-curricular programs and student wellbeing.

This year we have embarked on our Positive Behaviour for Learning journey. Our expectations of Respectful, Resilient Achievers was developed as the result of extensive consultation with students, teachers and the broader school community. These expectations have become an integral part of everything we do, and have created optimal conditions for learning and wellbeing. We have seen an enormous improvement in the behaviour of our students, the personal responsibility they are now demonstrating and the resilience they are developing in a variety of situations.

We are creating a robust culture of learning at Coramba Public School. Through our membership of the Early Action for Success Alliance with three other schools in the Orara Valley we are improving literacy and numeracy outcomes for all students. Our literacy and numeracy teaching is guided by best practice, evidence-based research. We have seen great gains in the academic achievements this year and we will continue to strive to improve our teaching practice in order to improve student-learning outcomes at our school.

We provide a rich and varied extra-curricular program. Students have numerous opportunities to engage with a broad range of curricular and extra-curricular programs including sport, visual arts, music, dance, science, peer support and leadership opportunities. We promote and celebrate student achievement and school initiatives through ongoing communication with our community including weekly assemblies, newsletters, Facebook, our website and the local media.

We have established strong connections with our community through working closely with our P & C, the formation of our Community Focus Group, improved communication with parents/carers via ongoing, personal contact and use of digital portfolios on Seesaw that parents access directly. We appreciate and greatly value our school community and will continue to consolidate this in 2018.

As we move into the implementation of the 2018–2020 School Plan, Coramba Public School will go from strength to strength, striving for excellence in learning, teaching and leading and delivering the best possible educational outcomes for our students.

## School background

### School vision statement

At Coramba Public School, we believe in creating and nurturing a positive love of learning. We welcome students, families, teachers and school staff into a caring, friendly, inclusive learning environment. We believe in connecting with each other, our environment and the local community and value the importance of building and sustaining strong relationships. We strive for the highest standards of teaching and learning, and believe every child has great potential and will achieve their best. At Coramba Public School, we embrace diversity and support all children to express their unique gifts and talents. We are respectful, resilient achievers.

### School context

Coramba Public School is a small school located in the Orara Valley, 15km west of the regional city of Coffs Harbour, NSW.

At Coramba Public School, we pride ourselves on providing individualised and responsive teaching and learning programs to all students. As a small school, with two multi-stage classes, we are able to utilise our staff to provide small group and individual instruction, especially in the teaching and learning of English and mathematics. We implement quality literacy and numeracy programs based on best practice research and our teachers are committed to continuous professional learning. We employ additional staff to provide flexible groupings in mathematics, to ensure all students are catered for and achieve the best possible outcomes.

Coramba Public School provides a stimulating learning environment where students acquire knowledge, skills and positive attitudes in all Key Learning Areas. We provide a rich and varied curriculum, where students have opportunities to work collaboratively with their peers, developing skills such as problem solving, cooperative group skills and leadership. Students of all ages and abilities work together in a range of activities including peer support, drama, sport and cultural events. We provide specialist programs in dance, choir and music.

The RAM allocation for 2018 includes the following information. The school FOEI is 114 for 2018. 25% of students identify as Aboriginal.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual School Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

The results of this process indicated that in the School Excellence Framework domain of Learning:

All teaching staff are committed to providing a safe, supportive and engaging learning environment for all our students. Teachers have high expectations for students, and encourage independence and self-regulation. The school has begun to implement Positive Behaviour for Learning which will result in a whole-school approach to wellbeing. Through this process and the revision of the Student Wellbeing Policy, clearly defined behavioural expectations are understood and explicitly taught. Curriculum delivery meets the needs of all learners, and staff work collaboratively to deliver quality teaching based on best practice research. Teachers make explicit criteria for assessment and evaluate student progress regularly to inform future learning. Parents are seen as partners in their child's learning and are regularly updated on their progress. The school is achieving value added results in literacy and numeracy.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The school has processes in place for teachers' performance and development. Teachers are fully committed to improving their pedagogy through reflective practice, professional learning and ongoing professional dialogue. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Learning Intentions and Success Criteria are used to make learning visible and facilitate peer and self-assessment. Curriculum provision is enhanced by learning alliances with other schools and teachers work collaboratively to share their ideas, experiences, challenges and approaches. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers work collaboratively to improve teaching and learning in their multi-stage classes. The staff analyse school performance data and a range of other contextual information

and are aware of trends in student achievement levels. Teaching and learning programs build on this data analysis, with a focus on quality teaching to improve student learning outcomes.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The broader school community are actively welcomed and engaged with the development of the school's vision, values, purpose and school planning. Parents and community members have numerous opportunities to be involved in a broad range of school activities. The school acknowledges students as leaders, and is working to create leadership opportunities for all students from K–6. The school has productive relationships with community organisations and specialist providers to improve educational opportunities for students. The school plan is reviewed annually and revised to better meet system priorities and changing needs. The school's financial and physical resources are well managed to best support the learning outcomes of all students and meet the challenges of the small school setting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

## Strategic Direction 1

Quality Teaching, Literacy and Numeracy

### Purpose

Data indicates that writing and patterns and number structure needs to be targeted across K–6. We aim to improve strengthen teaching to maximise student learning outcomes that result in the development of students' achieving mastery in the skills of writing across all Key Learning Areas and patterns and number structure in mathematics.

### Overall summary of progress

The EaFS Alliance worked collaboratively to reflect and refine teaching strategies in writing in literacy and patterns and algebra in numeracy. A sequential program of professional learning was developed which linked directly to the Australian Professional Standards for Teachers. Through professional dialogue and engaging in quality professional learning, teacher continued to maintain and develop their professional standards

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate a deep understanding of the English syllabus objectives relating to the writing process.	PL funds to support = \$4000	Ongoing professional learning resulted in collaborative and professional dialogue around best practice and sharing of programming, teaching strategies and assessment methods.
Baseline data– writing samples I can Statements folders Maths Reference Books	\$1200	Teachers used baseline writing samples and ongoing collection of work samples for consistency of teacher judgement and to map students against the Literacy Continuum.  Maths Reference Books were introduced as both a tool for learning and reflection on learning.
Teachers demonstrate a deep understanding of the Mathematics Syllabus objectives relating to patterns and number structure.	\$850	Teachers commenced a series of professional learning with colleagues in the Early Action for Success Alliance, resulting in professional dialogue, deeper understanding of tis strand of the mathematics syllabus and improved programming.

### Next Steps

Through working with our Instructional Leader, we will continue to build a repertoire of teaching strategies and approaches to use flexibly to support student learning and achievement which is guided by collected data. We intend to make a more concentrated approach to differentiating mathematics more effectively, by commencing with patterns, algebra and working mathematically. Aboriginal perspectives will be integrated more fully into curriculum and authentic learning experiences about Gumbayngyirr culture implemented for students across K–6. The school will develop practices for induction and mentoring of staff. Staff will meet regularly to reflect on teaching practices and refine pedagogy according to student needs. Students will learn to further evaluate their own learning and be given opportunities to provide feedback to teachers on how they learn.

## Strategic Direction 2

Wellbeing: Student and Community

### Purpose

The school and the community work together collaboratively to establish strong, school wide structures that provide early intervention and the teaching and acknowledgement of social and emotional skills. PBL will develop consistent systems to addressing student and staff wellbeing. A whole school ethos will be established that describes and fosters a school culture that engenders respect and responsibility.

### Overall summary of progress

Positive Behaviour for Learning is in early stages of implementation. The three values of Respectful, Resilient Achievers was established as a result of extensive consultation with staff, students and community. The matrix of expected behaviours based on these three values was developed and explicitly taught to students. Signage was developed and provides explicit visual reminders for students about expected behaviours. Further professional learning will take place to enhance PBL at Coramba Public School. The revised Student Wellbeing Policy will be developed and implemented with community consultation. Our PBL values will form the basis of this policy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based data will indicate a reduced number of negative behaviour incidents	\$500	A system for the collection of data was established. Benchmark data was collected. Data collected at the end of the year indicated a reduction in behaviour incidents.
A clear school ethos will be established and communicated clearly to all members of the school community.	\$750	The three values of Respectful, Resilient Achievers was established through extensive consultation with staff, students and school community.
School expectations will be developed and communicated to all school community members		The matrix of expected behaviours have been developed and communicated to all school and community members.

### Next Steps

Positive Behaviour for Learning will continue to be explicitly taught in all settings. The focus will move from 'universal' to the classroom. The PBL values of Respectful, Resilient Achievers will continue to be reinforced and recognised through weekly explicit teaching, merit assemblies and 'Gagaan' draws. Data will be collected and analysed for evaluation and planning purposes.

## Strategic Direction 3

### Professional Learning: Teacher Development and Performance

#### Purpose

To create and sustain a culture of professional learning and support through collegial engagement, in formal and informal settings and enhancing professional development through a supportive environment that fosters professional opinions and values all staff.

#### Overall summary of progress

A culture of sustainable professional learning has been created through ongoing discussions, collaboration and planning. Regular meetings are held with colleagues both within the school and within the Orara Valley Early Action for Success Alliance. These meetings have fostered a culture of sharing, reflecting, evaluating and collaborating.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Australian Professional Standards for teachers is reflected in PDP's and teacher professional practice.	\$750	Teacher PDP's reflect school and system priorities and are aligned to the teaching standards and career stage of each teacher. Regular professional dialogue is occurring at professional learning meetings.
The Action Learning Cycle is evident in the Professional Learning program of the school.	\$2500	A clear program of professional learning was established. The Action Learning Cycle was used to plan, do and reflect on teaching and learning strategies.
Professional Learning Journals indicate reflective, evaluative practice.	\$600	Teachers used Professional Learning Journals in all staff meetings and professional learning sessions. These were used to regularly reflect on their own practice and engage in professional dialogue with colleagues.

#### Next Steps

A system for regular, effective and systematic professional dialogue needs to be consolidated. Professional Learning needs to be differentiated and be tailored more to individual teacher needs. The Strong Start Great Teachers online modules will be utilised for our early career teacher. PDP's will continue to reflect the teaching standards and will become more aligned to the Highly Accomplished descriptors. Teachers will continue to consolidate professional networks within the Early Action for Success Alliance through ongoing collaboration and planning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8497	Aboriginal perspectives were integrated more fully into curriculum and authentic learning experiences about Gumbayngyirr culture implemented for students across K–6 were provided.
<b>English language proficiency</b>	\$616	Learning goals were set and achieved that were appropriate to student needs.
<b>Low level adjustment for disability</b>	\$26 791	A SLSO was employed to work with targeted students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2742	Teachers engaged in collegial discussions on the Quality Teaching Model and embedded this into collaborative planning.
<b>Socio–economic background</b>	\$35 230	The employment of an additional teacher facilitated small group, differentiated instruction in literacy and numeracy.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	20	16	16	18
Girls	27	23	21	18

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97	88.2	95.3	91.4
1	96.1	94.9	97.8	96.8
2	94.5	94.8	92.9	
3	96.2	83.4	93.2	86.6
4	97.9	91	96.3	91.1
5	97.1	92.3	92.5	93
6	92.5	95.8	95.5	97.3
All Years	95.7	91.4	94.4	92.5
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	
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 has remained steady over the past four years. Student attendance is monitored regularly and follow up occurs where necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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### 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	33

### Professional learning and teacher accreditation

The school is committed to ongoing professional learning in line with the Australian Professional Standards for Teachers, school and system priorities. Teachers meet regularly and engage in quality professional learning to build capacity to implement our strategic directions. Teachers also work closely with colleagues from three other schools in the Early Action for Success Alliance. Our three teaching staff, two are accredited at Proficient and one is working towards accreditation at Proficient.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	99,879
<b>Revenue</b>	611,551
Appropriation	586,445
Sale of Goods and Services	3,805
Grants and Contributions	20,389
Gain and Loss	0
Other Revenue	0
Investment Income	913
<b>Expenses</b>	-643,976
Recurrent Expenses	-643,976
Employee Related	-553,416
Operating Expenses	-90,561
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-32,425
<b>Balance Carried Forward</b>	67,454

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	420,829
Base Per Capita	5,655
Base Location	1,755
Other Base	413,419
<b>Equity Total</b>	71,134
Equity Aboriginal	8,497
Equity Socio economic	35,230
Equity Language	616
Equity Disability	26,791
<b>Targeted Total</b>	11,668
<b>Other Total</b>	69,299
<b>Grand Total</b>	572,930

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 the NAPLAN Literacy test in 2017, 3 Year 3 students and 8 Year 5 students sat for test. The number of students in our school is too small to draw any reliable analysis with regard to national average in literacy.

In the NAPLAN Numeracy test in 2017, 3 Year 3 students and 8 Year 5 students sat for test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

## Policy requirements

### Aboriginal education

Aboriginal perspectives were integrated more fully into

curriculum and authentic learning experiences on Gumbayngirr culture for students across K–6 were provided. All students participated in a "Connecting to Country" excursion with NSW Parks and Wildlife Ranger and Gumbayngirr Elder Uncle Mark Flanders. This excursion introduced our students to local sites of great Aboriginal significance. This will be a yearly occurrence, where each year, new sites will be explored. The Yarning Circle, formerly known as the Aboriginal Outdoor Learning Area is in full use on a daily basis. This is now the focal meeting point for students for the start of the day and end of break times, in addition to weekly assemblies where parents and community join us to celebrate student achievements.

All Aboriginal students have a Personalised Learning Pathway (PLP), developed in conjunction with parents/carers and individual students. These make academic, social and cultural goals for each student.

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

Multicultural perspectives are integrated into curriculum as a cross curriculum capacity. We actively promote a culture of inclusivity of all students. We actively teach the value of respect through our PBL matrix of expected behaviours, through our Student Wellbeing Policy and programs such as Peer Support. We participate in events that promote multiculturalism through events such as Harmony Day, NAIDOC Week and various competitions.

### **Other school programs**

We have a highly successful music and dance program. Students have the opportunity to participate in individual or small tuition in vocal and/or a variety of instruments.. All students participate in choir. All students participate in a high quality dance program. A dance group was formed in 2017, with students competing in their first dance eisteddfod. These programs will continue into 2018.