

Coutts Crossing Public School

Annual Report



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Introduction

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

Matthew Hankinson

Principal

School contact details

Coutts Crossing Public School

Armidale Rd

Coutts Crossing, 2460

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

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

6649 3225

School background

School vision statement

Coutts Crossing Public School is a school where each child's potential is maximised through the presentation of quality programs.

School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20km south of Grafton. It is a small school with a teaching principal and four classes of students. The school has an enrolment of 80 students at the beginning of 2017.

Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has highly dedicated teachers who provide quality learning environments and a wide variety of opportunities for personal growth and enrichment. The school promotes academic, social, cultural and sporting excellence for all students to enable them to reach their full potential. The school has recently concluded two National Partnerships programs –the Reform Extension Initiative (2011–2012) and Improving Literacy and Numeracy National Partnership (2013–2014). The school is participating in Early Action for Success during 2015–2016 with a focus on K–2 Numeracy and gaining an assistant principal position. This program has been extended until 2020, broadening the focus on literacy and numeracy K–3.

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.

At the beginning of 2017, the school was in a period of transition with many staffing changes. The school self-assessment rated itself at 'Delivering' in most **Learning** elements, with the elements of *Learning Culture* and *Student Performance Measures* rated at 'Sustaining and Growing'. The school selected the rating of 'Delivering' in all **Teaching** elements, with the exception of *Collaborative Practice* and *Professional Standards* due to the mix of new staff. Throughout 2017, staff cohesiveness has strengthened and these elements would now be assessed at 'Delivering' as well. In the **Leading** elements, the school rated itself at 'Delivering' for *Leadership* and at 'Sustaining and Growing' in all other elements. During improved staff stability with additional permanent staff appointed during 2017, the school staff has continued to consolidate and develop strategies to enhance school excellence.

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

Healthy Mind

Purpose

In developing each child's potential, it is very important to develop a **healthy mind**. This includes explicit teaching to support essential literacy and numeracy skills, as well as developing the 21st Century Learning Skills of Communication, Collaboration, Critical Thinking and Creativity.

Overall summary of progress

The implementation of the Healthy Mind strategies in conjunction with the Early Action for Success program at Coutts Crossing Public School has allowed for continued improvement in teacher pedagogy and student engagement with their learning, particularly within reading and numeracy. The school is making great progress surpassing the Premier's priority to bump up student performance in the top two NAPLAN bands for numeracy and reading.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All K–2 students tracked against the Numeracy Continuum (EAfS Strategy). All K–2 students meet or surpass grade appropriate levels within the numeracy continuum.	<ul style="list-style-type: none">• Aboriginal background loading (\$5600.00)• Low level adjustment for disability (\$4270.00)• Socio–economic background (\$23470.00)	All students K–3 are tracked against the numeracy continuum. Tiered interventions are set in place to support all students. Improved K–2 numeracy results overall with 100% of students surpassing EAfS targets for numeral identification, forward number word sequence and early arithmetical skills. in kindergarten and year one. All students in year two surpassed EAfS targets for numeral identification and forward number word sequence. as well as 86% of year two students meeting or surpassing the EAfS target for early arithmetical skills.
All students at or above National Minimum Standard in Writing using NAPLAN criteria marking scale.	<ul style="list-style-type: none">• Support for beginning teachers (\$18000.00)• Socio–economic background (\$10000.00)• Aboriginal background loading (\$5599.00)• Low level adjustment for disability (\$4270.00)	All teaching staff (1–6) trained and mentored in 'Seven Steps to Writing Success' and all teaching staff K–2 have completed or in second year of L3 professional learning. Students successfully tracked on the literacy continuum. In year three and five NAPLAN writing data for 2107 all students were at or above National Minimum standards for writing.
All classroom teachers share and explicitly embed 21st Century learning skills with teaching programs and classroom practice.	<ul style="list-style-type: none">• Socio–economic background (\$14500.00)• Support for beginning teachers (\$8000.00)	1:1 iPad program successful in grades 2–6 with stand-alone apps. Apps requiring network connections are inconsistent when whole class usage is required. Great elements of coding involved in primary grades.
Increase the proportion of students in the top two NAPLAN bands in reading and numeracy by 8% by 2019.	Instructional Leader (EAfS) Student Learning and Support Officer (SLSO)	The proportion of students achieving in the top two NAPLAN bands for year three reading as grown from 10% in 2015 to 20% in 2016/2017. In year five reading and year three numeracy, the proportion of students in the top two NAPLAN bands has increased from 0% in 2015, to 15% in 2016 and 27% in 2017. In year five numeracy this proportion has grown from 0% in 2015, to 8% in 2016 and 18% in 2017.
Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.	Aboriginal background loading (\$5600.00)	While the cohort size is too low to comment on exact proportions, significant improvements have been made in this area.

Next Steps

The Early Action for Success program will continue to support teacher pedagogy and student tiered interventions with high level mapping of student progress against the new learning progressions. The groundwork of Early Action for Success in younger grades will continue to be developed and enhanced during primary years.

A continued focus on student writing skills is an identified need from student data across all Early Action for Success schools, including our school. This will remain a school focus for the next three-year school plan.

Strategic Direction 2

Healthy Body

Purpose

In developing each child's potential, it is very important to develop a **healthy body**. This includes developing healthy habits, attitudes and knowledge about the benefits of healthy eating, growing healthy food and regular exercise.

Overall summary of progress

The school has effectively embedded healthy body strategies and routines in class programs. The school focus on healthy body has resulted in fitness and sports routines being well established with the construction of a new fitness circuit within school grounds. The school focus on healthy eating has resulted in a well resourced temporary kitchen room being set up to accommodate cooking for all classes K–6 as well as established gardens to supplement ingredients with fruit and/or vegetables for our healthy cooking activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular fitness sessions are embedded as a routine within the school timetable for all classes and all children.	Socio-economic background (\$13649.00)	School timetables and structures in place to support systematic physical education. Participation in Sporting Schools program during terms 2–4 with a mapped scope & sequence. School fitness trail completed.
All students are involved in gardening and maintaining the school gardens to grow healthy foods, developing an appreciation for healthy fresh food.	Socio-economic background (\$4800.00)	Students involved with school garden to grow produce which has been incorporated into the healthy cooking lessons at Coutts Café.
All classes prepare, cook and dine on healthy meals with seasonal vegetables from the school garden.	Socio-economic background (\$4000.00)	All classes regularly participated in healthy cooking lessons and examined healthy eating habits through the Crunch and Sip and Life Education programs.

Next Steps

With the healthy food program well-established this program will continue on a regular basis for classes as well as regular physical fitness activities.

Strategic Direction 3

Healthy Spirit

Purpose

In developing each child's potential, it is very important to develop a **healthy spirit**. This strategic direction includes developing a positive culture in our school. It will emphasise resilience, student voice, friendship, social skills and self-esteem for all students.

Overall summary of progress

Student wellbeing and positive behaviour has strengthened over the three year plan. A reinvigorated student representative council as well as peer support programs have supplemented student leadership and positive role modelling at our school. Student tracking of positive awards has been enhanced with minor awards being communicated with families, to make tracking much easier.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All classes are represented in regular Student Representative Council meetings and have a voice to discuss school issues related to wellbeing and being part of a happy school.	Socio-economic background (\$2500.00)	SRC reps meet regularly throughout the year to give students a voice on school issues. This has been further supported with the introduction of the Peer Support program.
All students can identify all four PBL values and relate them to playground and classroom behaviours.	Socio-economic background (\$2800.00)	Peer Support leaders were successfully trained and were able to lead Peer Support lessons across all grades. This has supplemented our SRC program for student leadership and positive role modelling for students.
A system is in place whereby students can access up-to-date information about their positive behaviour slips and how close they are to the next positive behaviour level.	Socio-economic background (\$1000.00)	The online system was problematic and not accessed by many students or parents. For easier tracking, students receive paper awards each time they attain a positive awards towards higher awards such as Bronze, Silver and Gold. The teacher award was updated to the Star Award following SRC consultation.
The school has fully implemented the Wellbeing Framework, developing learning environments for students to Connect, Succeed and Thrive.		The wellbeing framework was utilised to help guide school planning around student leadership and wellbeing practices at Coutts Crossing Public School.

Next Steps

The school will continue to consolidate wellbeing structures and practices to support the engagement and positive behaviour of students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,199	The school employed a school learning support officer to support and assist students in need within the classroom to supplement teacher support.
Low level adjustment for disability	\$8,541	The school employed a school learning support officer to support and assist students in need within the classroom to supplement teacher support.
Quality Teaching, Successful Students (QTSS)	0.059 staffing allocation (84 minutes per week)	The school utilised the staffing allocation to allow greater sharing, in-class support, observation and mentoring of teaching staff.
Socio-economic background	\$112,889	The school utilised this funding to support many key programs at our school and to minimise the financial impact of educational resources by supplementing costs for families (eg Life Education) and providing resources for students at school to enhance learning.
Support for beginning teachers	\$17,837	The school utilised the funding to provide additional planning time for our beginning staff and supervisor to provide extra in-class support, observation and mentoring.
Early Action for Success	0.4 Instructional Leader (Deputy Principal level)	The school benefited from an instructional leader employed at our school two days per week to support tiered interventions and teacher professional learning to support students with a focus on K-2 literacy and numeracy.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	36	32	41	38
Girls	38	41	46	44

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	93.1	91.1	93.5
1	94.6	89.7	93.3	93.7
2	89.8	92.6	91	94.1
3	94.8	90	95.6	90.7
4	95.1	92.5	89.2	94.7
5	97.2	92.2	92.5	86
6	94.6	87.9	95.5	92.3
All Years	94.4	91.5	92.3	92.2
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

Attendance is marked daily. All absences and parent notifications are recorded. Students who have an unsatisfactory attendance or notification rate will receive reminder notices sent to parents requiring an explanation. Further concerns may be followed up with a parent interview. Parents are informed of absences in student reports sent home each semester.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

In addition to the positions indicated in the workforce composition table, the school received a full-time instructional leader under the Early Action for Success program throughout 2017. The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The Indigenous composition of the workforce at Coutts Crossing Public School is 0%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	79
Postgraduate degree	21

Professional learning and teacher accreditation

Professional Learning at Coutts Crossing Public School reflects the school's identified strategic directions and staff performance and development plans. All teaching staff have received additional professional learning throughout 2017. The school has supplemented the NSW Department of Education Teacher Professional Learning funds of \$8508 with additional school funds with a total of \$17,784 spent on professional learning including teacher casual salaries in 2017.

Professional learning in 2017 included Early Action for Success training and regular updates, 'Language, Learning, Literacy' (L3), Targeting Early Numeracy (TEN), Coding in the Classroom, Learning, Management and Business Reform (LMBR), Peer Support, Principal Network professional learning and Connecting to Country for significant proportion of the school staff. In addition, all staff have had the benefit of having the school Instructional Leader on staff this year to support numeracy strategies through team teaching, demonstration lessons and in class support. Staff have developed Performance and Development Plans to guide their professional learning. All staff have completed professional learning in relation to the School Excellence Framework, WH&S Emergency Management and staff safety inductions, Numeracy Strategies, Anaphylaxis and Resuscitation, Child Protection update, Code of Conduct and student wellbeing systems training during staff development days held by the school.

One member of staff has completed the first full cycle of accreditation maintenance at Proficient and is working at gathering evidence to seek accreditation at Highly Accomplished. Two staff members are preparing evidence to apply for accreditation at Proficient. All pre-2004 teaching staff will become accredited from the beginning of 2018.

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.

Receipts	\$
Balance brought forward	85,037
Global funds	114,384
Tied funds	188,134
School & community sources	7,091
Interest	1,381
Trust receipts	92
Canteen	0
Total Receipts	311,082
Payments	
Teaching & learning	
Key Learning Areas	6,675
Excursions	990
Extracurricular dissections	10,490
Library	1,111
Training & Development	15,344
Tied Funds Payments	90,083
Short Term Relief	10,251
Administration & Office	21,940
Canteen Payments	0
Utilities	13,710
Maintenance	2,006
Trust Payments	92
Capital Programs	14,684
Total Payments	187,375
Balance carried forward	208,744

The information provided in the financial summary includes reporting from 1 January 2017 to 31 August 2017, when the school transitioned to the new finance system. The rollover figure is much higher due to the school receiving semester two funds mid-year before the transition to the new system and the required second semester spending.

	2017 Actual (\$)
Opening Balance	0
Revenue	213,150
Appropriation	209,188
Sale of Goods and Services	117
Grants and Contributions	3,815
Gain and Loss	0
Other Revenue	0
Investment Income	30
Expenses	-93,940
Recurrent Expenses	-93,940
Employee Related	-69,965
Operating Expenses	-23,975
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	119,209
Balance Carried Forward	119,209

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.

School spending patterns and the amount of funds rolled over to 2018 are a result of the cautious transition between the two finance systems and associated delays.

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	722,397
Base Per Capita	13,296
Base Location	2,431
Other Base	706,670
Equity Total	163,101
Equity Aboriginal	11,199
Equity Socio economic	123,046
Equity Language	0
Equity Disability	28,856
Targeted Total	0
Other Total	68,161
Grand Total	953,660

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The proportion of student results in the top two bands in NAPLAN reading or numeracy rose from 5% in 2015 to 16% in 2016 and 21% in 2017. This result showed an 18% increase for reading and a 14% increase for numeracy since 2015.

Policy requirements

Aboriginal education

Coutts Crossing Public School has implemented the Aboriginal Education and Training Policy and we are working towards meeting the NSW Premier's priority to increase the number of Aboriginal students in the top two bands in NAPLAN tests. The school has targeted resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all key learning areas.

This year over half the staff participated in the Connecting to Country three-day professional learning program with thanks to our local AECG. Connecting to Country has helped to strengthen staff connections with and respect for local Aboriginal knowledge and sites of significance. Remaining school staff will complete this training in 2018.

Coutts Crossing Public School received RAM Equity Aboriginal funds in 2017 and have used these funds effectively to support students in their classrooms with a School Learning Support Officer, co-funded with other school program funds. School programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Multicultural and anti-racism education

Multicultural education is integrated across all key learning areas in class and has been incorporated into studies in school programs emphasising tolerance and understanding. In HSIE students studied customs and beliefs from other countries. All classroom and school practices are inclusive of all students and racism in any form is not tolerated. The school has a Anti-Racism Contact Officer who is trained to deal with any identified concerns around racism.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Using the Tell Them From Me survey tool, school staff rated all eight drivers of student learning as high with particular strengths in leadership, school learning culture and inclusive practices. Staff also rated each of the four dimensions of classroom and school practices highly.

Although not reaching the minimum number of parent responses using the Tell Them From Me survey tool, anecdotal feedback has shown great support from our parent community. All forms of parent feedback have been positive and supportive.

Using the Tell Them From Me survey tool, students in grades 4–6 have indicated;

- 80% of students feel good about their culture when at school.
- 80% of students find classroom instruction relevant to their everyday lives. The NSW Government norm for these years is 79%.
- 97% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. The NSW Government norm for these years is 96%.