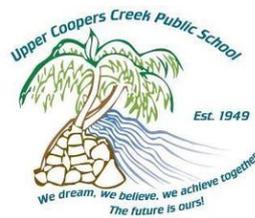


# Upper Coopers Creek Public School Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Upper Coopers Creek 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.

Jennifer Wright

Principal

### School contact details

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## School background

### School vision statement

Our school strives to enable each student to reach their full potential, fostering creativity, initiative, excellence and independence of thought.

### School context

Upper Coopers Creek Public School is a small, rural school that thrives in the heart of Upper Coopers Creek Valley. Students prosper in a safe, nurturing environment that develops respect, understanding and responsibility in a K–6 classroom. Upper Coopers Creek Public School is well-resourced with 21st Century technology. The school has an Indonesian language program as well as a strong Creative and Performing Arts program that complements our academic focus. Upper Coopers Creek Public School is a proud member of the First North Learning Community of Schools. Within this community, students engage in a range of stimulating programs in a larger supportive environment and teachers have access to high quality training and Professional Development.

## 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 each domain our school's on-balance judgement was that Upper Coopers Creek PS was either delivering or sustaining and growing.

In the domain of Learning our on-balance judgement was that our school is Sustaining and Growing. At Upper Coopers Creek Public School positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning. This is evident in a number of learning programs, including a buddy system, peer reading and multi-stage group projects, that involve younger and older students working collaboratively to achieve goals. In the playground older students regularly modify games to include children of all age and skill levels. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Individual learning is supported through shared decision making and the effective use of school and system resources. 2017 saw the introduction of Visible Learning strategies, which uses student performance data and other student feedback to evaluate teaching and collaboratively plan improvement goals and measures. The school provides a range of extra-curricular learning opportunities aligned with our vision and values, with an emphasis in 2017 on Indigenous and environmental teaching and learning. Our students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live. In 2017 our SRC was actively involved in raising funds for WIRES, The Mullumbimby Soup Kitchen, The Cathy Freeman Foundation and The Cancer Council.

In the domain of Teaching our on-balance judgement was that our school is sustaining and growing. The school is delivering effective classroom management, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers analyse and use student assessment data to understand their learning needs and data analysis informs the school's learning goals and monitors progress towards them. Upper Coopers Creek Public School boasts an extremely collaborative environment where teachers, students and parents work together to improve teaching and learning. The school identifies expertise within its staff and draws on this to further develop its professional community. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

In the domain of Leadership our on-balance judgement was that Upper Coopers Creek Public School is sustaining and growing. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. Upper Coopers Creek is a proud member of the First North Learning Community and students and staff regularly take part in

learning activities with members of this group. Upper Coopers Creek Public School is responsive to school community feedback. The school leadership team fosters collaboration with key stakeholders and has encouraged active participation in the development of the school vision, strategic direction and 2018–2020 school plan. In 2017 students, staff and parents were invited to participate in the Tell Them From Me surveys providing us with valuable feedback to help improve how we do things at 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

Engage: Actively participate as a member of a collaborative Community of Schools.

### Purpose

To increase educational, social and personal growth by providing co-ordinated opportunities through interaction within the community of schools for students, staff and school communities. To build confidence, capacity, leadership and sustainability for students and staff.

### Overall summary of progress

The First North Community of Schools has developed a collaborative approach to advancing the knowledge, understanding and skills of all students and staff. A key teaching and learning focus the 2015–2017 plan has been to increase the opportunities for all members of the school community – leaders, staff, students and families – to participate fully with this wider community of schools. As a result of this focus, the school community was provided in 2017 with regular occasions to take part in a variety of sporting, academic, artistic and social ventures with a wide range of schools. This has increased interaction with peers and provided increased opportunities to deliver learning activities directly related to students' diverse learning strengths and needs. Students and staff offered feedback on these learning opportunities in order to enhance future planning. Leaders and teachers were also involved in collegial planning and professional development within The First North Community of Schools. Collaborative relationships within this community provided all teaching staff with support to ensure their ongoing professional development and provided regular access to innovative teaching and learning practices. New teaching and learning partnerships were also established with neighbouring P6 schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Maximum engagement in all opportunities offered by the learning community.	\$1182.00	Principal and staff collaborated in network and learning community professional development. Principal worked with local P6 principals to develop administrative and policy understanding. Teaching staff worked with local schools to enhance understanding of Visible Learning strategies.
A greater number of students will be willing to participate in a wide range of activities.	\$1540.80	All students were involved in inter school activities including Athletic, Swimming and Cross Country Carnivals, First North Public Speaking, Life Education, Interrelate, Writers' Festival and Writers' Workshop and Harmony Day. All students took part in DEEC environmental and Indigenous programs. Senior students were involved in GRIP Leadership and Leadership camp.

### Next Steps

Continue to analyse and evaluate collected data from students, parents and teachers regarding value of opportunities provided through interactions within the community of schools. Utilise this analysis to enhance planning and improve student engagement and learning. Investigate, design and implement further opportunities for collaborative relationships with the wider community. Extend cooperative teaching activities that support maximum participation and learning. Ensure all staff, students and families are aware of availability of these cooperative opportunities and that they are actively participating and maximising their engagement. All staff participating in professional and community networks to extend knowledge and improve teaching and learning practice.

## Strategic Direction 2

EXCEL: Raise student achievement in literacy and numeracy across all stages.

### Purpose

To develop an approach which builds on the capacity of all students to fully engage with the literacy and numeracy curriculum. Provide a creative, innovative and challenging teaching and learning program allowing students to fulfil their individual potential.

### Overall summary of progress

Our school-wide emphasis on improving student achievement in literacy and numeracy across all stages has led to a collaborative approach to goal setting. Students and teachers have been involved in the development of individual student learning goals. An emphasis on explicit learning intentions has provided regular assessment opportunities and encouraged whole school discussion of student achievement and performance. P&C purchase of flexible learning furniture. Continuation of whole school implementation of literacy and numeracy initiatives Words Their Way, Seven Steps to Writing Success and Targeted Early Numeracy (TEN) program. All teaching staff continue to update and improve their use of technology in the classroom. All students have been placed and tracked on the Literacy and Numeracy Continuum. All students have shown anticipated or above anticipated growth on Literacy and Numeracy Continuum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students' progression on the continuum.	\$8690.90	Students are tracking their movement along the continuum. All students have a personal learning plan and understand what is required to continue to progress. All students have achieved expected or greater than expected growth.
Increased use and engagement with technology by students and staff.	\$856.80	In school teacher professional development devoted to increasing use of IWB and language programs. Purchase of new laptops and iPads to ensure every child has access.

### Next Steps

All students to have collaboratively reviewed and developed Individual Learning Plans that illustrate clear sequential expectation of skills and knowledge acquisition. Further professional development in literacy and numeracy strategies for all teachers. Continued professional development in Visual Learning, assessment and data evaluation. All staff engaged in data collection and tracking systems to enhance numeracy and literacy focus and to better plan future teaching and learning. Students and parents to be given structured opportunities to discuss student learning goals.

### Strategic Direction 3

ENHANCE Actively extend and refine teaching and learning practice.

#### Purpose

To create a climate that supports all staff to monitor and plan their professional performance and development to enhance teaching practice. Provide opportunities to share, research and develop best practice approaches for effective teaching, curriculum and assessment strategies.

#### Overall summary of progress

All teaching and administrative staff have designed their own Performance and Development Plan to target personal goals and outline processes to achieve these goals. PDP's have been developed with a focus on School Plan and School Excellence Framework. School leadership team worked with First North Learning Community to collaboratively develop and articulate shared goals to enhance teaching and learning practice. Professional learning funds have targeted training that is directly related to school strategic directions. This includes training in Visible Learning. It also includes teaching staff attending Professional Development days related to evidence based literacy and numeracy initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaboratively develop and articulate the professional goals and strategies required to achieve professional development targets.	\$779	All staff members have worked with the principal to develop learning goals for PDP. Progress towards achieving these goals has been evaluated and new goals discussed. All staff have contributed to school planning and self evaluation.
Focus on targeted Professional Learning for all staff members.	\$3462	All staff have attended targeted Professional Development and utilised staff meetings to share knowledge and research directed towards achieving identified goal. Professional Development is aligned with school strategic directions. All staff have achieved accreditation at Proficient level and understand requirements for maintaining accreditation.

#### Next Steps

All teaching staff to keep self-reflection diary and routinely monitor, evaluate and review progress related to Performance and Development Plan. All staff to develop a deeper understanding of evidence relating to the impact of initiatives in the school plan. Regular implementation of in class peer to peer observation for all teaching staff.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	6	7	8	7
Girls	6	7	1	3

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	82.2	78.8		89.6
1		89.7	97.8	
2	94.6	96.7	72.6	97.8
3	79.3	96.7	100	94
4	92.4	94.5	96.8	97.8
5	87	51.6	93.5	96.3
6		97.4	94.6	87.9
All Years	86.7	89.6	90.6	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4		94.4
1		93.8	93.9	
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		93.5	93.4	93.3
All Years	95	94	93.9	93.9

### Management of non-attendance

All parents/caregivers are contacted directly by phone or in person over any issues of non-attendance.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
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

All teaching staff are accredited as Proficient Teachers.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>24,072</b>
Global funds	55,122
Tied funds	18,872
School & community sources	3,977
Interest	330
Trust receipts	238
Canteen	0
<b>Total Receipts</b>	<b>78,539</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	23,314
Excursions	2,009
Extracurricular dissections	455
Library	150
Training & Development	270
Tied Funds Payments	14,155
Short Term Relief	484
Administration & Office	12,875
Canteen Payments	0
Utilities	2,173
Maintenance	1,687
Trust Payments	381
Capital Programs	0
<b>Total Payments</b>	<b>57,953</b>
<b>Balance carried forward</b>	<b>44,659</b>

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	49,304
Appropriation	44,659
Sale of Goods and Services	0
Grants and Contributions	4,613
Gain and Loss	0
Other Revenue	0
Investment Income	32
<b>Expenses</b>	-23,450
Recurrent Expenses	-23,450
Employee Related	-17,045
Operating Expenses	-6,405
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	25,854
<b>Balance Carried Forward</b>	25,854

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.

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.

In 2017 Upper Coopers Creek Public School transitioned from OASIS to SAP/SALM finance system.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	249,246
Base Per Capita	1,375
Base Location	2,878
Other Base	244,993
<b>Equity Total</b>	11,308
Equity Aboriginal	0
Equity Socio economic	623
Equity Language	0
Equity Disability	10,685
<b>Targeted Total</b>	11,870
<b>Other Total</b>	14,591
<b>Grand Total</b>	287,015

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.

Three Year 5 student and two Year 3 student completed NAPLAN in 2017. With this number of students we are below the reporting threshold and results cannot be discussed, maintaining confidentiality for the students.

Three Year 5 student and two Year 3 student completed NAPLAN in 2017. With this number of students we are below the reporting threshold and results cannot be discussed, maintaining confidentiality for the students.

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.

## Parent/caregiver, student, teacher satisfaction

Each year Upper Coopers Creek Public School seeks the opinions of parents, students and teachers about the school.

In 2017, the school participated in a Department of Education initiative, the Tell Them From Me survey. The survey measured factors that are known to affect academic achievement and other student outcomes. We also sought the opinions of parents, students and teachers about the school through the use of satisfaction surveys and meetings.

As in previous years, major school strengths that were identified included our strong Creative Arts program and our inclusive atmosphere.

## Policy requirements

### Aboriginal education

Upper Coopers Creek Public School has adopted Aboriginal and Torres Strait Islander perspectives throughout our curriculum and ATSI Education is integrated through class lessons, assemblies and daily interactions.

Our whole school has strong emphasis on learning about Aboriginal and Torres Strait Islander history and culture. We celebrated NAIDOC Week through a dedicated week of learning experiences and celebration which included singing Indigenous songs and the sharing of stories. We attended the Lismore Council NAIDOC celebrations and visited significant local sites. The whole school also commemorated Mabo Day and Sorry Day through creative activities and research projects. Students visited Broken Head to take part in a cultural and historical program with Arakwal teacher, Auntie Delta. They also participated in the Dorroughby Environmental Education Centre 'Garrima Program' which emphasises the importance of the traditional custodians of the lands around UCC, the Widjabul/Wiyabul people.

### Multicultural and anti-racism education

By embedding multicultural perspectives in all teaching and learning activities, Upper Coopers Creek Public School actively promotes acceptance, tolerance and celebration of all races, faiths and cultures.

In 2017, students from Kindergarten to year 6 engaged in weekly Indonesian language and culture lessons. Students enhance this learning through language programs such as Language Perfect and Hebat.

The whole school celebrated Chinese Lunar New Year with Chinese art, music and cooking. Harmony Day was celebrated by sharing food, costumes and cultures with students, family and the wider community.