

Coffee Camp Public School Annual Report



2018



1583

Introduction

The Annual Report for **2018** is provided to the community of Coffee Camp 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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School background

School vision statement

At Coffee Camp Public School we believe in high quality educational opportunities for each and every student and staff member.

School context

Coffee Camp Public School is a three teacher school located 11km south of Nimbin. The area is low socio-economic with a variety of social issues. Coffee Camp Public School runs programs that cater for the needs of its students and the school community.

Academic achievement, the performing arts, sport and student welfare are seen as area of strength and must continue as areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp Public School will continue to view student wellbeing as our "core" business and will continue to be a major focus area in the school. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will continue to be embedded in our school culture.

Coffee Camp Public School will focus on the implementation of the curriculum, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp Public School community is a proud member of the "Big Scrub" Community of Schools.

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, our efforts have primarily focused on wellbeing and Project Based Learning. The school and community have been consciously and intentionally working towards the development of a positive culture, where students, staff and community are encouraged to contribute and participate in the learning of the children. Towards the end of the year we started the implementation of Positive Behaviour for Learning. Transition into Kindergarten and on to Year 7 is a personal process which is designed in co–ordination with the students, parents and schools. Attention to individual learning needs has been another component of our progress throughout the year. Students, with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them.

Our main focus in the domain of teaching has been curriculum implementation and PDP process. Teachers are regularly assessing the use of current syllabus and ensuring all outcomes are met. These are regularly communicated to the community. Teachers at all stages of their career actively plan and participate in their own professional learning to improve knowledge and practice. This is aligned to the negotiated school plan for teacher professional development, formalising with Professional Development Plans and developing personal goals.

In the domain of Leading, our focus has been with both students and Staff of Coffee Camp Public School. Links across schools in the Community of Schools are accessed to achieve this. Collaboration with the community enhances the opportunities for staff and students and enriches the school. The community has input into the school planning process as well as the development of the vision and strategic directions. Diversity is acknowledged, welcomed and integrated. Staff members have been provided opportunities in the Community of Schools to build capabilities to lead staff from other small schools in the district.

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

Excellence in Learning

Purpose

To ensure whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Build a school culture focused on quality 21st century learning, building aspiration and showing evidence all students are learning and growing.

Overall summary of progress

PBL is progressing and staff are working well with first SET completed and the matrix started.

Project based learning needed readjusting due to a new cohort and more structured lessons are in place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students, staff and stakeholders can articulate and follow the whole school Positive Behaviour for Learning program.	School Professional Learning Funds.	Following Data collection transition will be a focus on future PBL. Whole school planning and directions will take place.
Teaching programs reflect a project based learning approach whilst reflecting syllabus outcomes.	School Professional Learning Funds.	ProPBL was implemented successfully in stage 3. Students completing projects which implemented technology and coding.
All students use goal setting practices to reflect on their learning, as well as developing their skills and mindsets in innovation, collaboration and resilience.	\$2000 from school resources to create the space.	ProPBL was implemented successfully in stage 3. Students completing projects which implemented technology and coding.

Next Steps

Continue with PBL with the support of PBL coach.

Project Based Learning readjusted and improved with the use of technology with the makerspace.

Strategic Direction 2

Quality Teaching

Purpose

Ensure all teachers are committed to identifying, understanding and implementing the most effective and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Embed explicit systems for collaboration and feedback to sustain quality teaching practice.

Overall summary of progress

Professional Learning was based around individual PDPs and inline with the school plan and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy, together with improved value-added results.	School Professional Learning funds. Staff meetings.	Analysis of school data shows we are on track for working at and above expected outcomes.
All staff will engage in formal and informal goal setting and teacher supervision practices, leading to them enacting the Professional Teaching Standards. This will be led by the Principal as Instructional Leader.	School Professional Learning funds. Staff meetings.	8 ways Aboriginal Training wasn't completed until the end of Term4. Need for a more structured PDP timetable for all staff. Whole school focus on a PDP goal.

Next Steps

Continued Professional Learning will occur around individual and school priorities, in line with the school excellence framework.

Strategic Direction 3

Educational Leadership in the Community

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Overall summary of progress

Coffee Camp Public school continues to engage with programs for both students and staff across the local community of schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Coffee Camp PS will be actively involved in all Big Scrub Community of Schools initiatives, leading to enhanced learning and social outcomes for its students, as well as growth in teacher and leader expertise.	One day each release.	Whole school continues to interact in a positive and constructive manner across the community of small schools. This continues to be a valuable and effective recourse for all staff to engage across the community of schools and work within stage level. All PDP goals are strategically covered in the professional learning experiences.

Next Steps

2019 will continue across the community of schools engaging with Professional Learning.

We will be active participants in the local Middle Years Project. Resulting in professional learning opportunities and student based programs around the science and technology syllabus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staff Release. \$13481	All Aboriginal families surveyed gave permission for Bundjalung to be taught by Gilbert at Coffee Camp in 2019. Funding provided additional staff to support school programs and special needs of Aboriginal students.
Low level adjustment for disability	\$4790	Students benefitted from the support in individual teacher/student time which enabled them to access the Literacy curriculum more successfully.
Quality Teaching, Successful Students (QTSS)	\$9474	Funds used for staffing to support smaller class sizes.
Socio-economic background	\$6781	Funds supported the school plan strategic direction to increase participation in the school of community members.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	35	34	32	26
Girls	36	29	28	26

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.9	91.4	86.2	93.2
1	93.4	87.5	92.9	91.1
2	94.8	93.8	90.8	90.4
3	90.9	91.4	91.4	94
4	92.6	90.3	84.5	83.1
5	92.6	91.3	84.8	88.5
6	90.5	91	81.7	88.8
All Years	92.1	90.9	85.2	89.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Accurate rolls are kept in each class. Parents/caregivers are required to provide reasons for all absences within 3 days of it occurring. Unexplained absences are followed up by staff through parent contact. Individual student absences are monitored, with families provided with support to improve attendance. Senior students are regularly informed about their current attendance percentage and the importance of attending school. All students who are absent for a longer period of time due to a holiday are required to fill in exemptions from school as per the departments policy. This may be in school programs or involve the DEC Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

One teaching staff recognises as Aboriginal.

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

Professional learning and teacher accreditation School focus areas included Positive Behaviour for Learning, 8 ways Aboriginal Pedagogy, the Wellbeing framework, teacher leadership and attendance at the Big Scrub collegial meetings. Funds were also made available for staff to pursue areas of personal development focus of student welfare.

Funds were also made available to release individual staff members to view best practice in other schools and assist in the development of whole school programs and policies.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	103,366
Revenue	772,202
Appropriation	736,331
Sale of Goods and Services	1,469
Grants and Contributions	33,136
Gain and Loss	0
Other Revenue	0
Investment Income	1,265
Expenses	-779,361
Recurrent Expenses	-779,361
Employee Related	-699,773
Operating Expenses	-79,588
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-7,159
Balance Carried Forward	96,207

Our school's financial management processes and governance structures include needs based resourcing and regular between the Principal and School Administration Manager.

A significant amount of revenue was allocated successfully in 2018, leaving only a small amount carried forward.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	620,349
Base Per Capita	11,602
Base Location	6,688
Other Base	602,059
Equity Total	35,463
Equity Aboriginal	13,481
Equity Socio economic	6,781
Equity Language	0
Equity Disability	15,201
Targeted Total	69,075
Other Total	9,481
Grand Total	734,367

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohort of students conclusions are unable to be drawn.

Due to small cohort of students conclusions are unable to be drawn.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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.

Through consultation process with staff, students and families contributed with discussions and surveys, with the following results:

What do we do well at Coffee Camp Public School.

- * Open easy communication with staff and Principal.
- * Strong feeling of community and family inclusion
- * School Excursions, Commonwealth Games, Canberra and Stage 2 Camp
- * Fundraising with the families, ie car wash, cake stall
- * School Play–Circus was amazing
- * Issues are dealt with really quickly

What could we do better at Coffee Camp Public School.

- * Improve the appearance of the school
- * Reporting in Individuals
- * Regular assemblies
- * More Tuckshops

What addition programs would you like to see at Coffee camp Public School.

- * After school care
- * Art classes, language classes and more music classes
- * Working Bees

What future skills and capabilities do students at Coffee Camp Public School need.

- * Academic skills in readiness for high school, exams and engagement
- * Resilience Programs and Social Programs

Policy requirements

Aboriginal education

We continue to read and talk about aspects of the Aboriginal culture and the significance their culture had on the shaping of current Australian culture in general. Aboriginal History is explicitly taught in History topics.

Staff have completed 8Ways Aboriginal Pedigogy ensuring programs meet the needs of all learning styles.

The school employed a local Aboriginal Artist to complete a mural with the students and talk about culture and stories.

All Aboriginal students are supported in all KLAs through class programs and PLPs.

Multicultural and anti-racism education

Coffee Camp Public School is an inclusive school community and positive attitudes to difference are promoted through literature, discussions, school visitors and visitations to places of interest. We address the problems associated with cultural difference, language barriers, religious difference and even the difference in the foods eaten or clothes worn by different cultural groups through discussion and investigation. Multicultural education is based in Harmony Day activities and all other KLAs.