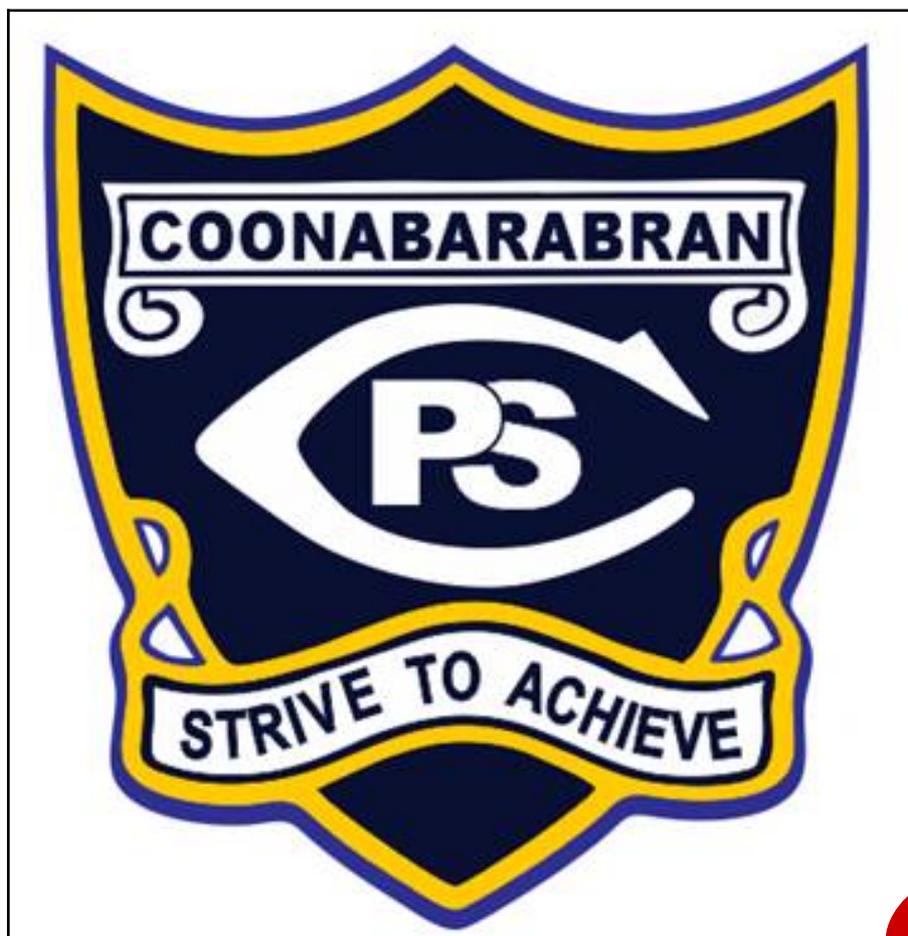


Coonabarabran Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Coonabarabran 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.

Juanita Meier

Principal

School contact details

Coonabarabran Public School

Cnr John St & Newell Hwy

Coonabarabran, 2357

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

coonabarab-p.school@det.nsw.edu.au

6842 1771

School background

School vision statement

At Coonabarabran Public School, every student will be engaged and challenged to continue to learn. We will strive to achieve excellence in education, effective classroom practice and a strategic approach to wellbeing.

School context

Coonabarabran Public School provides a quality education for all students in a safe and respectful learning environment. The school is located approximately 150 kilometres north of Dubbo in close proximity to the Warrumbungle National Park and Siding Spring Observatory.

Coonabarabran Public School has an enrolment of approximately 300 students, with 30% of whom identify as Indigenous.

The executive structure of the school consists of one non-teaching Principal and three substantive Assistant Principals. In 2018, we have identified two quality staff members to join our executive team, paid at the Assistant Principal rate.

The school promotes a culture of respect, implementing Positive Behaviour for Learning philosophy and is beginning this journey with the whole school community.

Coonabarabran Public School caters for students with a diverse range of abilities and interests. The school has multiple classes for K–6 as well as an Opportunity Class and a Multi Categorical Class (MC). All are taught by a dedicated and multi-skilled staff.

Coonabarabran Public School strives to maintain strong community links and to continually improve outcomes and learning experiences for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

During 2018, the staff at Coonabarabran Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions lead by our Principal School Leadership Mentor during Term 3, as well as staff meetings during Term 4, teams of teachers examined the 2018 School Plan to determine areas of strength and development as we continue our journey of excellence. In the domain of Learning, the school has primarily focused on the domains of Assessment and Reporting and Wellbeing. The continued implementation of Early Action for Success saw a more focused approach to individual learning needs of both student and teachers. Teachers were involved in Professional Learning to support their teaching strategies and the development of focused learning plans. The wellbeing of students is a priority for all members of the Coonabarabran Public School community. This year our school continued with the implementation of 'PBL' and implemented new behaviour management strategies. In the domain of Teaching, the school's focus has been Data Skills and Use. Teachers have ensured the best possible outcomes for students and the school has put practices in place for professional learning opportunities both whole school and stage-based to develop understanding of baseline achievement levels of students. Using tools such as PLAN and NAPLAN, the school has determined goals for achievement and developing consistent teacher judgment. Staff are continuing to align teaching and learning with new NSW Syllabus for the Australian Curriculum as they are implemented. In the domain of Leading, the school has focused on its partnerships with parent/carers and the community by providing a wide range of school based opportunities which have encouraged community engagement and participation in our school. This has led to an overwhelming increase in family participation in most of our activities which has provided increased outcomes for the student body.

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

Effective Classroom Practice

Purpose

To collaboratively build teacher capacity to explicitly teach literacy and numeracy informed by best practice and data to ensure accommodations and adjustments are made to meet the needs of all students.

Overall summary of progress

We are working towards collaboratively building teacher capacity to explicitly teach literacy and numeracy through informed by best practice and data collection and analysis to ensure accommodations and adjustments are made to meet the needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrating expected growth in literacy and numeracy.	\$37,000	There was a good proportion of students who reached expected growth in Numeracy and Literacy. However there was also a number of students who didn't meet these expectations.
Increased proportion of teachers explicitly teaching literacy and numeracy and using data to make adjustments.	\$37,000	IL has worked with most teachers on explicit teaching in Literacy and Numeracy around using data to inform teaching and adjustments.

Next Steps

Continue with the Instructional Leader providing up to date Professional Learning on Literacy and Numeracy progressions to help guide implementation of strategies into regular classroom practice. Data will continue to be used to make adjustments for students.

Strategic Direction 2

Leading for Learning

Purpose

To develop the instructional leadership of all teachers and evaluative practices that monitor whole school improvement.

Overall summary of progress

We are continuing to develop the instructional leadership of all teachers and evaluative practices that monitor whole school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased capacity of all teachers to be instructional leaders.	\$37,000	100% of classroom teachers entering data through PLAN, quality teaching is evident in 90% of programs driven by data Staff have completed all program meetings Goals have been made for PDP's Staff survey to see if the meetings have helped to focus on PL goals
Increase staff engagement with School Plan and its progress.	\$37,000	All staff were included in the development of the strategic directions and the strategies in the plan. Consultation around milestones occurred regularly.

Next Steps

All staff will be surveyed regarding the school improvement plan and results will be shared and discussed for 2019. This will include how we can improve the consultation process to align the strategies to improve student outcomes.

Strategic Direction 3

Positive and respectful relationships for learning

Purpose

To develop a whole school strategic approach to wellbeing for all students and staff. This will incorporate student's cultural voice and building learning alliances with the wider community.

Overall summary of progress

Coonabarabran Public School is continuing to develop a whole school strategic approach to wellbeing for all students and staff. This will incorporate student's cultural voice and building learning alliances with the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students reporting a sense of belonging and expectations of success.	\$37,000	The TTFM survey showed that there is an increase of students feeling a sense of belonging.
Increase proportion of staff reporting a sense of job satisfaction and being valued.	\$37,000	Staff are hard working and committed to their role within the school. Most staff report a sense of job satisfaction. There are a few staff members who have reported a decline in job satisfaction.

Next Steps

Continue to implement the PBL processes in the school and involve all stakeholders. Any changes that need to be made will be shared with AECG and P&C. Building and strengthening relationships with parents and carers remains a priority for the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17,000	<p>Aboriginal perspectives are incorporated in an authentic and meaningful way as part of the Learning Across the Curriculum content in all subject areas to enable students to gain a greater knowledge and understanding of Aboriginal history and culture.</p> <p>This was further enhanced through NAIDOC week celebrations building upon their understanding of, and respect for, Aboriginal culture and heritage. Outside Aboriginal Education Officers, local community members helped run our day and support teachers with NAIDOC activities</p> <p>The school engages in local Aboriginal Education Consultative Group (AECG) and attended regular meetings when they are scheduled.</p> <p>Personal Learning Plans which focused on the achievement of agreed learning goals were developed and implemented for all Aboriginal students. Aboriginal Education Officers (AEOs) also provide additional in-class support for our Aboriginal students.</p>
English language proficiency	\$10,000	<p>Students received additional targeted support from the Learning and Support Teachers and School Learning Support Officers.</p> <p>Their progress along the English as an additional language or dialect Learning Progression and the ESL scales was assessed and monitored by the Learning and Support Teachers in consultation with classroom teachers, documented and their progress maintained.</p>
Low level adjustment for disability	\$64,000	<p>All students who were identified as having additional learning needs were discussed at learning support team meetings and appropriate assessments, access requests, intervention programs, specialist support, counselling services and/or Learning and Support Teachers or School Learning Support Officer (SLSO) time. Individual Education Plans (IEPs) were also developed as required.</p> <p>Teachers highly valued the level of support provided by School Learning and Support Officers and deemed this initiative significant in achieving the developmental goals targeted in Individual Education Plans.</p> <p>All students requiring adjustments and accommodations were identified on the NCCD</p>

Low level adjustment for disability	\$64,000	<p>register and catered for within class programs, whole school strategies and Individual Education Plans.</p> <p>The learning support team works collaboratively with teachers and takes a case management approach to learning programs, assessment and planning</p>
Quality Teaching, Successful Students (QTSS)	The staff allocation was used to employ a staff member for extra release and PL.	<p>Quality Teaching Supporting Students (QTSS) funding enhanced professional practice through the implementation of evidence-based strategies to improve the quality of classroom teaching through lesson observations, feedback, collaboration, mentoring and reflective practice.</p> <p>All supervisors had QTSS time scheduled as required. Supervisors worked with each of their team members using their PDPs as a basis for the mentoring and planning of professional learning.</p> <p>Teachers also engaged in collaborative planning for student assessment, transition,</p>
Socio-economic background	\$220,000	<p>Funding was utilised to employ School Learning and Support Officers to support the school's Literacy and numeracy programs. NAPLAN data indicated that all targeted students achieved growth in Reading and Numeracy. Individual Education Plans (IEPs) developed.</p> <p>Every student is tracked against the Literacy and Numeracy Continuums. The data is analysed by teachers to ensure that all students are 'on track' and that any issues with achievement are identified.</p> <p>Identified students had support programs implemented to ensure ongoing achievement and further assistance was provided by the Learning and Support Teacher (LaST) or School Learning Support Officers (SLSOs) either individually or in small groups.</p>
Support for beginning teachers	\$ 20,000	<p>All professional development goals were successfully achieved by our beginning teachers who were temporary and we did not receive any funding for but had some carry over funds from 2017.</p> <p>In 2018, our two beginning teachers completed accreditation and were provided with additional release time, support, professional development and mentoring time with their supervisors. Each attended targeted professional learning identified to support their</p>

Support for beginning teachers	\$ 20,000	on-going development.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	164	157	158
Girls	139	142	147	132

The student numbers at Coonabarabran Public School remain stable at approximately 300 for the year. There has been some movement of students to the Catholic School as we have had students arrive from the Catholic School. We have had new enrolments from out of the area of families who have moved to the town. We remain on 30% Aboriginal and Torres Strait enrolment.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	92.9	91.7	87.4
1	92.8	95.1	91.8	85.4
2	94.6	91.8	89.7	88.2
3	93.4	92.6	90.6	84.5
4	93.3	93.2	91.5	86.7
5	94	92.2	91.3	90.2
6	92.4	93.2	89.8	89.1
All Years	93.4	93	91	87.6
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

Our attendance rates have declined across the school this year.

Coonabarabran Public School runs a Phone Intervention Program where parents and carers are contacted regarding their child's non-attendance for the

day. Also with the implementation of the School Bag App, parents have been willing to use this to send in attendance notes. We continue to have meetings with the HSLO on a regular basis where a range of strategies are implemented to target high absence rates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.88
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.62

*Full Time Equivalent

Coonabarabran Public School is very proud of their Aboriginal heritage. We continue to employ 2 Aboriginal Education Officers who provide support to our Aboriginal and Torres Strait Islander students and families. We employ School Learning and Support Officers to help provide extra support to teachers so as students can be encouraged and supported to achieve their goals. Students can work one on one with the SLSO's under the direct instruction of the classroom teacher so their work can be adjusted to the needs of the students.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

New Scheme Teachers were provided opportunities to work with a mentor on a regular basis. Guidance and feedback was provided on how to collect evidence, recording professional learning through NESA and to track teaching standards to identify future professional

learning needs. At the end of 2018 we had 4 staff members who gained accreditation to Proficient Teacher.

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	194,425
Revenue	3,971,824
Appropriation	3,868,928
Sale of Goods and Services	9,454
Grants and Contributions	92,856
Gain and Loss	0
Other Revenue	0
Investment Income	586
Expenses	-4,010,551
Recurrent Expenses	-4,010,551
Employee Related	-3,661,200
Operating Expenses	-349,352
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-38,728
Balance Carried Forward	155,697

This year our school had a rollover budget figure of \$155,697 to put towards 2019 programs. We spent a considerable amount of money on staffing. This was related to supporting students with additional learning needs.

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	2,158,353
Base Per Capita	59,948
Base Location	92,049
Other Base	2,006,356
Equity Total	630,239
Equity Aboriginal	158,301
Equity Socio economic	251,905
Equity Language	10,112
Equity Disability	209,922
Targeted Total	368,618
Other Total	468,189
Grand Total	3,625,399

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

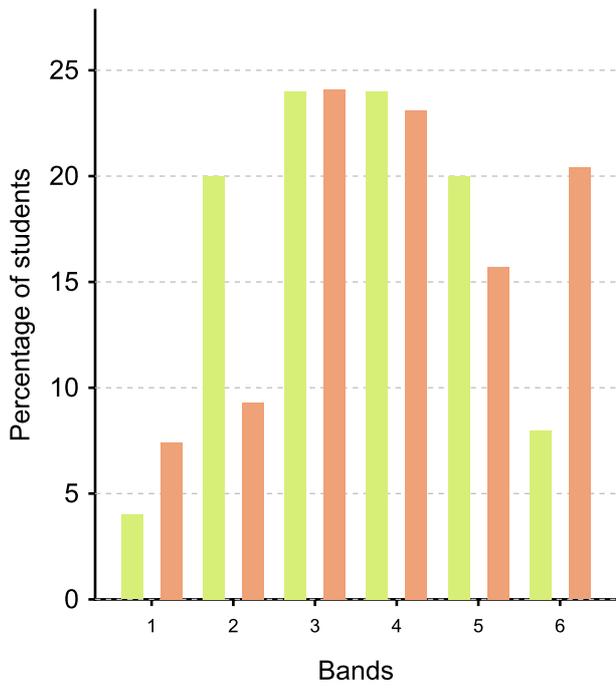
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

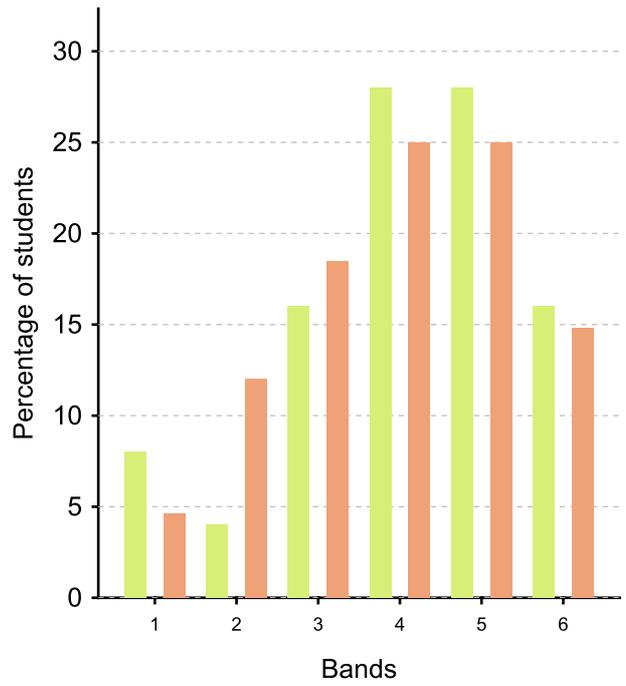
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

This year our results were mixed across Year 3 and Year 5. For Year 3, our students performed better in Spelling with 66% of students achieving in the top 3 bands. In Year 5, 58% of students achieved in the top 3 bands for Spelling. Overall, our student did not perform very well in Writing in 2018.

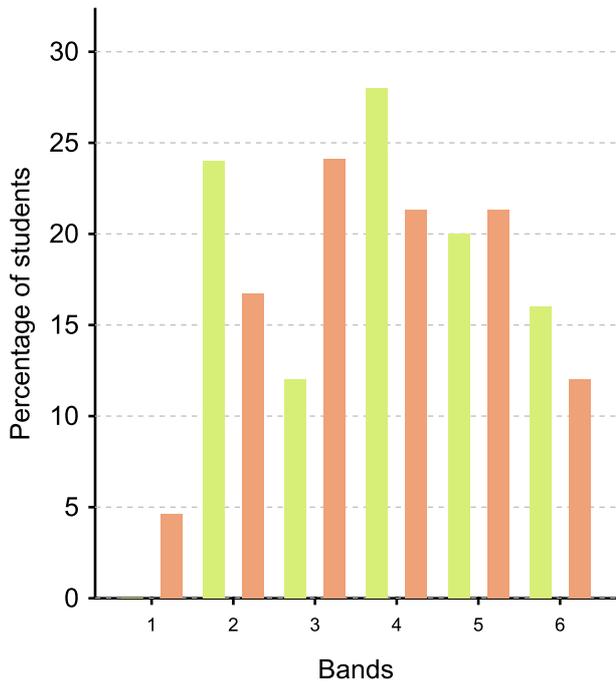
Percentage in bands:
Year 3 Grammar & Punctuation



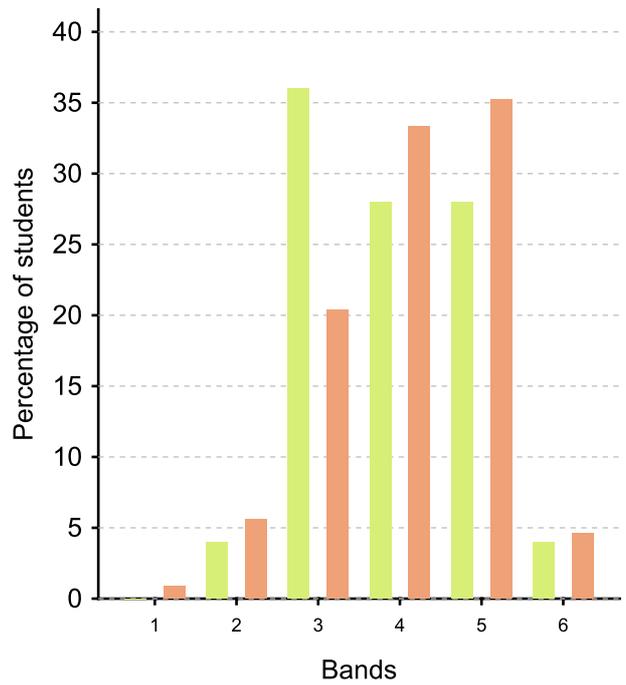
Percentage in bands:
Year 3 Spelling



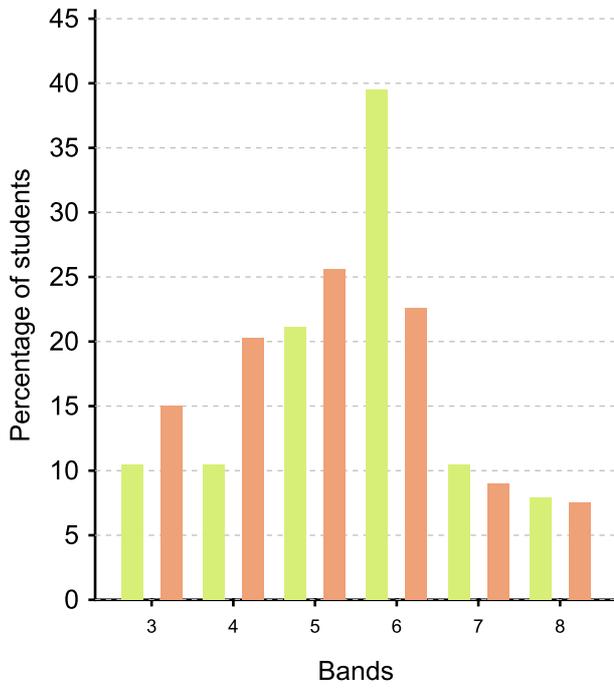
Percentage in bands:
Year 3 Reading



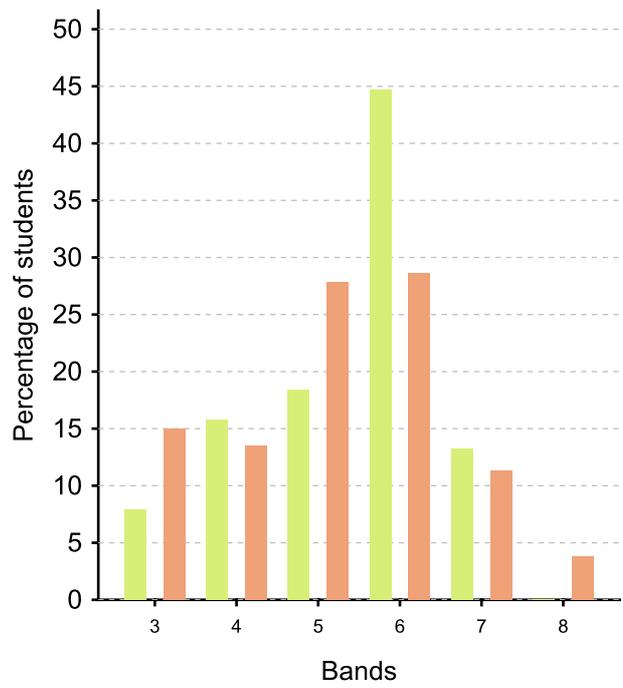
Percentage in bands:
Year 3 Writing



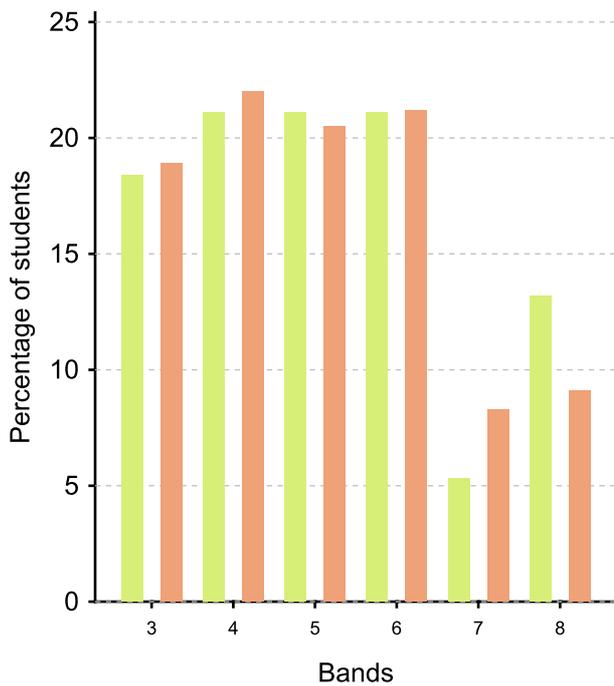
Percentage in bands:
Year 5 Grammar & Punctuation



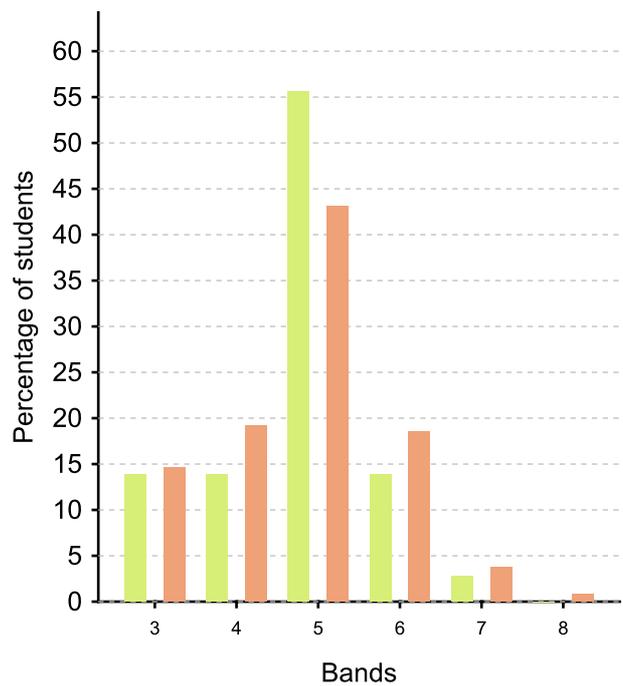
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

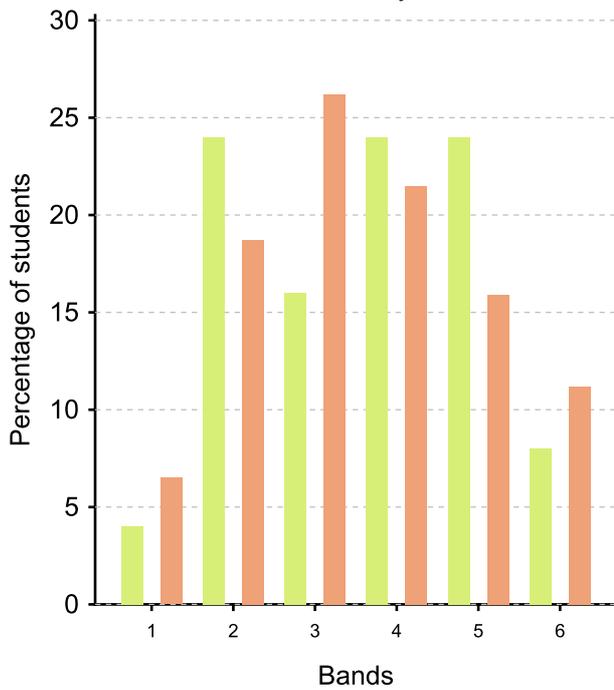


Percentage in bands:
Year 5 Writing

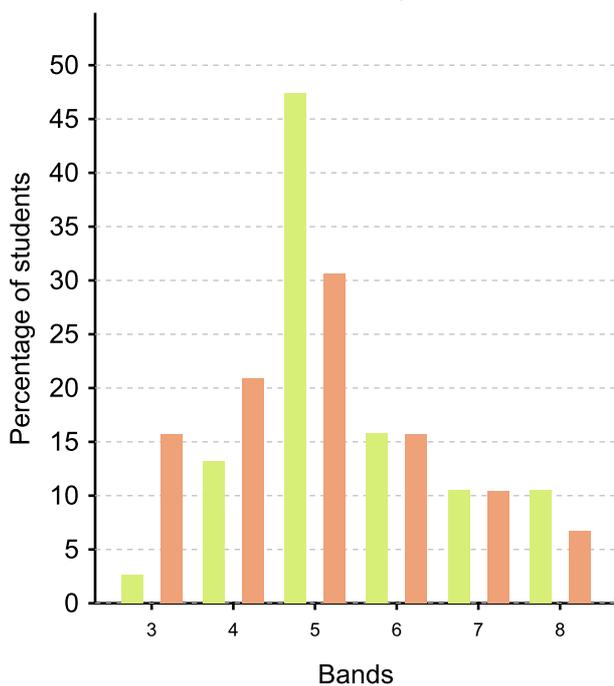


Year 3 students performed well in Numeracy with 56% of our students achieving in the top 3 skill bands. Year 5 students achieved 35% in the top 3 skill bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



writing with 40% of students achieving in the top 2 skill bands.

Unfortunately this is not the case for Year 5 students. Their achievement in top 2 skills bands in all subjects was an average of 17%.

Parent/caregiver, student, teacher satisfaction

During 2018 our school sought the opinions of parents and carers, students and teachers about our school. The majority of parents have an improved understanding of the Positive Behaviour for Learning initiative in our school. Students and parents have been involved in the continued improvement on our wellbeing process and are please with the process. 100% of parents like the School Bag App as they can easily access school information.

Policy requirements

Aboriginal education

Aboriginal Education has been supported in our school with the help of Aboriginal community members and our permanent Aboriginal Education Officers. We have been involved in community events throughout the year including NAIDOC celebrations, Aboriginal Children's Day and Sorry Day. Community members continue to support our school in events throughout the year, delivering Welcome to Country at our major ceremonies. Sista Speak ran again this year with a successful combined program with the High School. It culminated in a week long camp to Sydney where the girls were exposed to another Aboriginal cultural setting.

Multicultural and anti-racism education

Coonabarabran Public School has an Anti-Racism Officer (ARCO) elected by staff who support the implementation of the Department's Anti Racism Policy. The school has identified 15 students who has language other than English as their main language. These students receive individual support based on their needs.

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.>

Average achievement for Year 3 students in the past 3 years showed they performed better in spelling and