

# Coorabell Public School

## Annual Report



2018



1634

## Introduction

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

Geoff Coghlan

Principal

### School contact details

Coorabell Public School

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### Message from the Principal

Coorabell Public School has had an incredibly successful and productive 2018. The students have maintained an exceedingly high level of achievement in all key learning areas, as can be seen through their results in class assessment, student reports and NAPLAN results. Our highly dedicated professional, vibrant and enthusiastic staff has continued to utilise their expertise to enable each student to develop a love of learning in an exceptionally happy, creative, cohesive and productive school environment.

Our highly innovative programs and initiatives comprehensively cater for a wide range of individual student educational needs. Coorabell Public School will endeavour to build on current successes and aspire to accelerate achievement in all academic, creative and social aspects of our school.

We have enjoyed a particularly successful 2018 in all aspects of the creative arts. Students performed at the North Coast Dance Festival on the Gold Coast. Our end of year concert at the Mullumbimby Civic Hall was a resounding success. We valued the incredible dedication and commitment by all students and staff to make these events in 2018 so beneficial.

2018 saw Coorabell Public School maintain a relationship with our sister school – The Mahera Academy in Eastern Kenya. The Mahera Academy has been set up to accommodate remote underprivileged children to have access to a quality education.

Coorabell Public School is a proud member of the Valley of Small Schools (VoSS) and also a member of the Lighthouse Valley community of schools (LVCS). We work closely with other schools in the VoSS to enhance teacher professional development and leadership, which in turn has a beneficial impact on student learning outcomes.

I am proud and privileged to be Principal of such an outstanding small school that is committed to the ideals of equal opportunity, inclusiveness, mutual respect, integrity, excellence and an appreciation of individual differences.

Thank you to our wonderfully supportive parents and school community for their ongoing and relentless generosity and valued input in ensuring that this great small public school continues to get even better.

Congratulations and thank you to all the students and staff for all their successes and achievements throughout the year.

Geoff Coghlan – Principal

## School background

### School vision statement

**Coorabell Public School** offers a rich and extensive learning environment to all students. Our purpose is to promote and maintain academic excellence within a dynamic creative environment. Integrating technology into all aspects of the curriculum will provide students with skills to live in the 21st century. We are committed to continual innovation through the adoption of new and emerging educational practice and the integration of technology across the curriculum.

### Valley of Small Schools (VoSS)

The VosS are collaborating to grown and develop capacity of students, teachers, leaders and the community to learning and achieve. VoSS schools will create and develop learning and professional development activities to engage students, staff and the community.

The VoSS will work toward growing capacity in four specific curriculum areas:

- Improving Literacy outcomes and teaching,
- Improving Numeracy outcomes and teaching
- Identifying and implement innovative practice
- Develop a consistent application of Australian teaching standards

### School context

#### Coorabell Public School

The Coorabell school community seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning outcomes. At Coorabell Public School, one of main goals is to ensure the happiness and well-being of all our students. We recognise that happiness and positive self esteem is integral to the success of our school in providing an effective and thriving environment for learning. The school's five values of excellence, respect, integrity, fairness and care underpin our student welfare and learning programs. Our behaviour policy has been developed around the ethos of being considerate, positive, safe learners. Coorabell Public School staff form a cohesive and dedicated team who focus on providing quality teaching in multi- stage classes via rich and vibrant learning programs. The school enjoys strong and enthusiastic support from a community which values a culture of collaboration and consultation to foster a love of learning and develop the unique potential of every child.

#### Valley of Small Schools (VoSS)

The VoSS is a group of small schools learning in diverse communities across the Brunswick Valley and surrounding area. As a group of seven small schools, resources and collaboration drive the success of learning. Across the breadth of shared experience and learning opportunities of the VoSS will drive the growth of student achievement.

# 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.

In 2018 our school undertook self–assessment using the School Excellence Framework and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

The results of this process indicated that in the School Excellence Framework domain of **Learning**: Coorabell Public School is delivering. The aspirations and expectations of our students and parents are known and inform planning for learning. We believe our school offers a curriculum that meets departmental requirements that is engaging and creative. Our school provides a high expectation framework, that all students enjoy while developing their knowledge, understanding and skills.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**: Coorabell Public School is delivering. Teachers collaborate within our school and across the VoSS to share curriculum, knowledge, feedback and other information about student progress and achievement to inform the development of evidence based programs such as literacy, numeracy and STEM to meet the need of all our students. A school wide approach to effective and positive classroom management is evident. All teachers have successfully maintained a high level of expertise through professional learning that facilitates effective strategies in teaching and as a result our students achieve well above state average in NAPLAN.

The results of this process indicated that in the School Excellence Framework domain of **Leading**: Coorabell Public School is delivering. Our engaged community has cultivated an exceptional educational environment. Our leadership team has achieved this through acute attention to detail and thorough strategic planning. Coorabell Public School community members have embraced the opportunity to assist in the planning process to create a unified vision and purpose for the future of Coorabell Public School. Priorities and areas of improvement have been identified through consultation with students, staff and parent community to promote and prioritise a culture of meaningful learning. These collaborative decisions have guided the key strategic direction for the 2018–2020 school plan. The direction is succinct and achievable, and supported by all stakeholders.

Our self–assessment and the external validation 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

### Collaboration

#### Purpose

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

#### Overall summary of progress

In 2018 the school set out to further embed collaboration across our learning network (Valley of Small Schools). All staff attended the Term 2 SDD to unpack the benefits of collective efficacy, what makes a good team and to plan writing units of work for term 3. This SDD was the base for our lesson studies. 19 teachers across the VoSS completed the lesson studies which had a focus on "Engagement and Enrichment". There were 6 teams of teachers who collaboratively planned a lesson, one teacher volunteered to teach the lesson and then the team reflected on and adapted the lesson. The lesson was then taught in another school the subsequent day and then reflected upon by the team. This enabled teachers to collaborate within and across schools to ensure consistency of curriculum delivery that included differentiated learning tasks. Data collected from the teachers indicated that:

- 90% of teachers who completed the lesson studies stated they wanted to do them again.
- Teachers noted that there was an 80% increase in student learning through this model.
- Respondents wanted to know about exploring lesson studies in other subject areas.
- All teachers noted the effect of collaboration on the enhanced outcomes of the children.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher collaboration within and across VoSS schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgement.	SDD Term 2 – Nil Planning Day – Nil (Class cover by principal) SDD Term 3 – Nil \$2500 (Staff release for lesson study)	All staff participated in SDD Term 2 to unpack collective efficacy, learn about lesson study model and compose unit of work.  Planning Day – Teachers were released to compose and complete composition of term 3 unit.  All staff broke into teams and composed lesson for lesson study and / or completed composing unit of work.  Lesson Study – Six teachers from Coorabell Public School participated in the lesson study. Two teachers volunteered to teach the lessons. All staff from Coorabell Public School stated that the lesson study model had a significant impact on their own teaching in terms of focusing on engagement and enrichment in their learning sequences.
Demonstrated skills growth in enquiry based learning using the scientific model.	NIL	No progress on this measure for 2018, as the process will be implemented in 2019.
Higher levels of engagement in learning.	NIL	As a part of our learning alliance and collaboration with the VoSS all students 1–6 engaged in an enrichment writing project. Each class published their stories into a spiral bound book.

## Next Steps

VoSS Collaboration to focus on Enquiry Based Learning.

Modify lesson study model to suit enquiry based learning capacity building across the VoSS

### Phase 1

- Lesson sequence planning with lead teacher.
- Lesson observations – Lead teacher to teach lesson 1
- Reflect on lesson and refine.
- Observing teachers to reteach lesson in their own context.
- Teachers review lesson individually

### Phase 2

- Group review and reflect on lesson 1.
- Familiarise with lesson 2.
- Lead teacher to teach lesson 2 with observing teachers.
- Reflect on lesson and refine.
- Lead teacher discuss phase 3

### Phase 3

- Online collaboration.
- Check ins with lead teacher.

Collaboratively develop units to engage students in enquiry based units in Science and Technology, Geography and History.

Grant proposal successful through Lighthouse Valley Learning Community to support above phases.

## Strategic Direction 2

Building STEM capacity in the curriculum.

### Purpose

The purpose is to develop Science, Technology, Engineering and Mathematics (STEM) capacity across all stages at Coorabell Public School and for all teachers and students to improve learning and increase engagement.

The needs analysis shows the staff and students would benefit from opportunities to develop STEM skills to improve learning.

The purpose is to also celebrate student growth and improvement by sharing with the school community.

### Overall summary of progress

Through surveys, we ascertained and included STEM into the curriculum. Teachers across all stages collaborated and developed a STEM unit of work for K–2 and 3–6.. The units were designed to incorporate strategies from our STEM professional learning with Alstonville Public School. The units explicitly outlined quality teaching criteria and practice. Following each lesson, teachers collaboratively met to reflect on teaching, student understanding and student progress. Feedback was beneficial to both teachers and students, which led to teaching adjustments and additional support for students ensuring optimum learning and achievement of learning intentions. All parents of students in Kindergarten to Year 6 were invited to a celebration of the projects and the group achievements in this STEM activity. The afternoon was a terrific success, with over 50 parents and community members attending the afternoon responding to and reviewing the final product of a term of creative, engaging and innovative learning. Mentoring with STEM leaders at Alstonville Public School was completed at the end of 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement and growth in student outcomes are reflected in work samples developed which incorporate STEM and project based learning.	\$906.87 for 2 casual teachers to replace classroom teachers while attending PL at Alstonville Public School.	<p>Overall STEM has been successful according to student and teacher responses. Parents were supportive of the celebration and end product, however no formal assessment of parent and community feedback has been sought. A plan to rectify this is in place for 2019. The decision to collaborate and plan within CPS has been established through consultation with teachers.</p> <p>As part of the assessment task for our 2018 STEM project, sustainability and teamwork were included in the assessment criteria utilising professional community expertise. Rubrics and team contracts were developed to ascertain improvement and growth in student outcomes. Students received explicit teaching around a model of team collaboration for this group project based learning activity.</p>

### Next Steps

Teachers will collaborate in term 2 2019 to create a STEM unit of work to be delivered and taught in term 3 2019.

In 2019 teachers will continue to teach science utilising units developed by the Department of Education. Project based learning will take priority and may also include a STEM component.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2942.00	Targeted SLSO support has been implemented for our students that identify as Aboriginal to support and improve outcomes. Literacy and numeracy targets were identified as a priority. Students achieved intended learning goals in literacy and numeracy.
<b>English language proficiency</b>	NIL	NIL
<b>Low level adjustment for disability</b>	\$26994.00	Employment of SLSO 4 days a week to support students with additional learning needs. Our SLSO works with individual students addressing explicit learning needs which have been identified in an individual learning plan. Significant progress has been identified through ongoing assessment for the majority of our targeted students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$23738.00	A specialist creative and performing arts teacher has been employed 2 1/2 days a week. A creative arts program is delivered to our students during teacher RFF time. Our parent body supports the arts and students are involved in an engaging and artistic arts program. Our school community have had numerous opportunities to engage with the extended community including participating in the annual school concert and the North Coast Dance Festival.
<b>Socio-economic background</b>	\$3420.00	We have employed an SLSO to address additional learning needs of students who require extra support. Significant progress was identified with ongoing assessment and focused individual learning at point of need in both literacy and numeracy.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	56	65	69	71
Girls	58	66	64	55

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.6	87.5	89.9	94.4
1	92.1	88	94.4	91.7
2	87	90.2	94.3	92.4
3	94.3	90	93.5	94.2
4	91.2	94.3	94.5	89.2
5	95.4	89.5	94.4	91.6
6	93.7	89.3	94.4	86.8
All Years	92.2	89.9	93.8	91.2
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

Teachers mark the roll electronically in EBS ontrack. Parents may explain an absence with either a signed note or in person. Unsatisfactory attendance is reported to the Principal. The Principal will endeavour to contact the student's family/carer for an explanation of absences. The Principal will notify the school liaison officer if absences cannot be satisfactorily explained.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*Full Time Equivalent

There are no teachers that identify as Aboriginal at Coorabell Public School

### 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 staff have participated in professional learning throughout 2018. All staff have completed mandatory training for Child Protection, CPR, anaphylaxis, Work health and safety and general first aid.

Other professional learning based on school focus areas include:-

- Targeting Early Numeracy (TEN)
- Literacy and numeracy progressions training
- VoSS Planning sessions
- Seven steps to writing training
- Leadership
- iPad integration and upgrade

A total \$11047.00 was spent of professional development in 2018.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	109,301
<b>Revenue</b>	1,221,543
Appropriation	1,132,080
Sale of Goods and Services	0
Grants and Contributions	87,752
Gain and Loss	0
Other Revenue	0
Investment Income	1,712
<b>Expenses</b>	-1,208,218
Recurrent Expenses	-1,208,218
Employee Related	-1,038,106
Operating Expenses	-170,113
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	13,325
<b>Balance Carried Forward</b>	122,625

The financial summary consists of school income broken down by funding source and is derived from the Annual Financial Statement. This is a true and accurate account of our school financial status. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,059,787
Base Per Capita	25,718
Base Location	4,321
Other Base	1,029,748
<b>Equity Total</b>	33,356
Equity Aboriginal	2,942
Equity Socio economic	3,420
Equity Language	0
Equity Disability	26,994
<b>Targeted Total</b>	0
<b>Other Total</b>	23,751
<b>Grand Total</b>	1,116,894

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

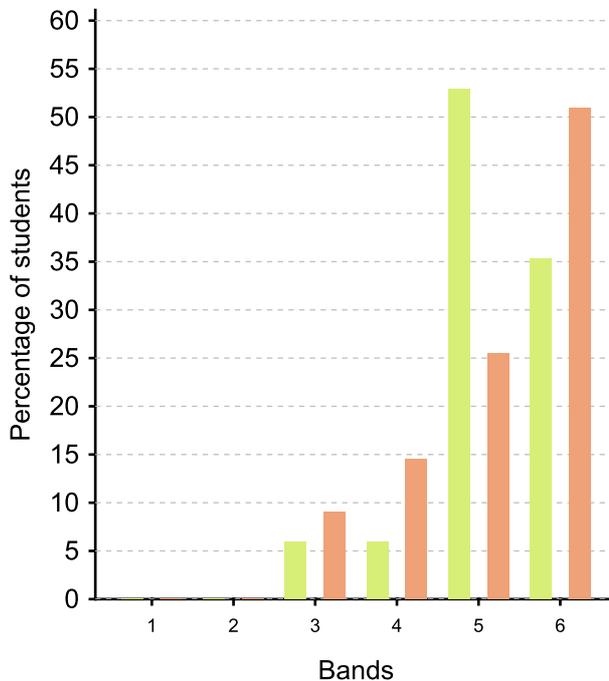
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

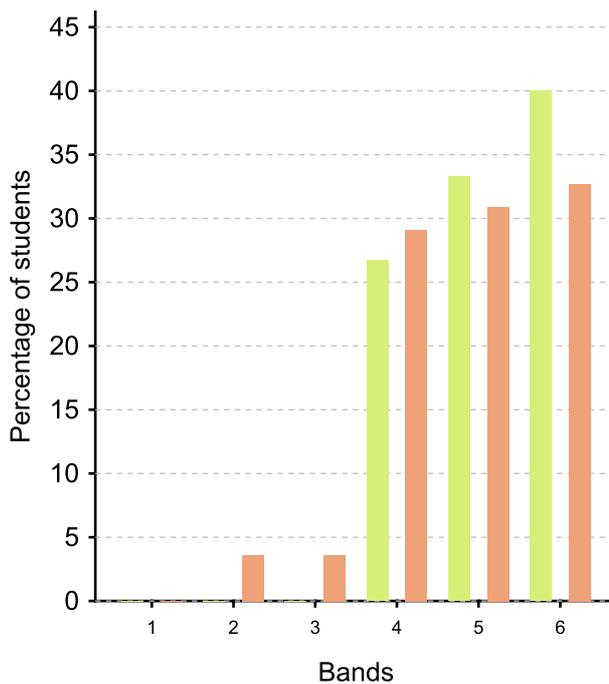
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The school community is proud of the effort from our students and staff that have enabled such excellent academic achievements. As an educational priority we have conducted a thorough and comprehensive analysis of data from a variety of sources that has enabled us to direct resources towards ensuring literacy remains a priority.

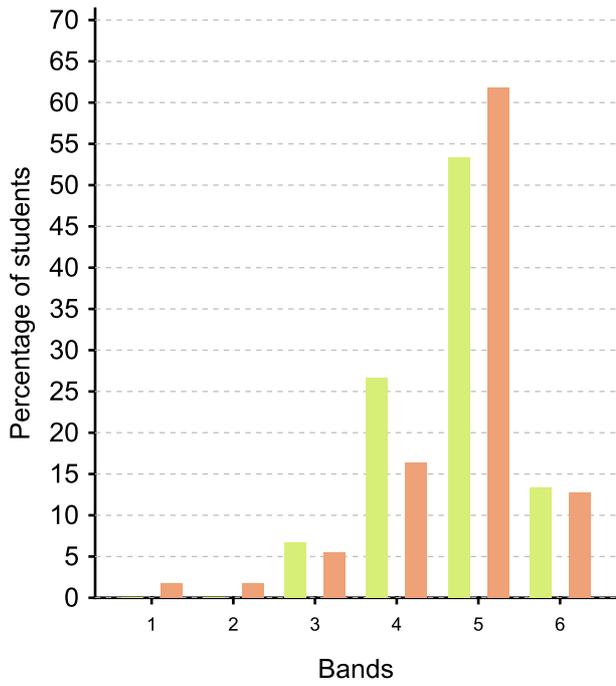
**Percentage in bands:**  
Year 3 Reading



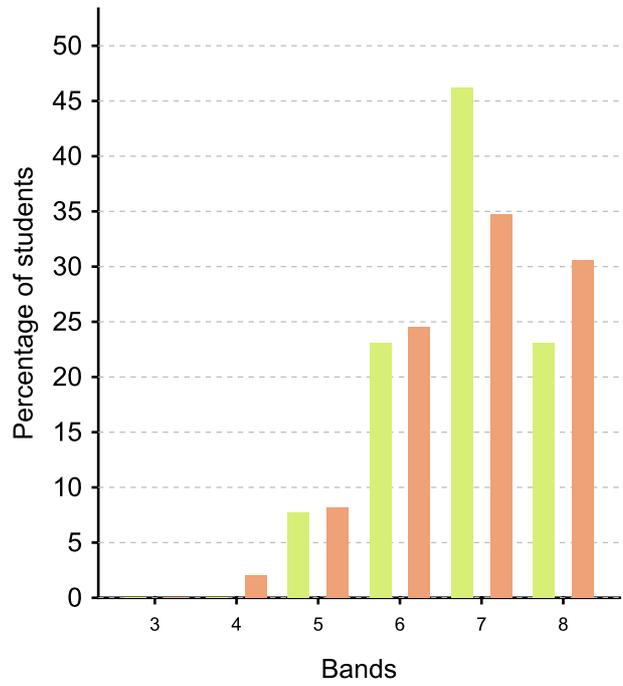
**Percentage in bands:**  
Year 3 Spelling



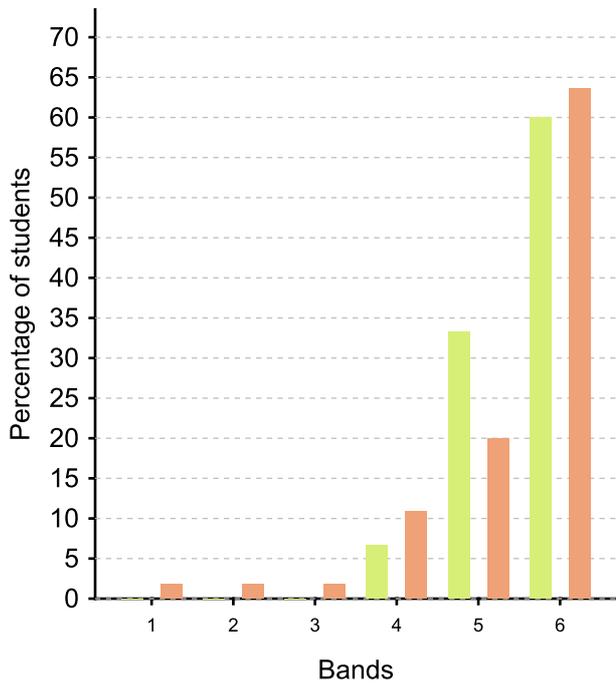
**Percentage in bands:**  
Year 3 Writing



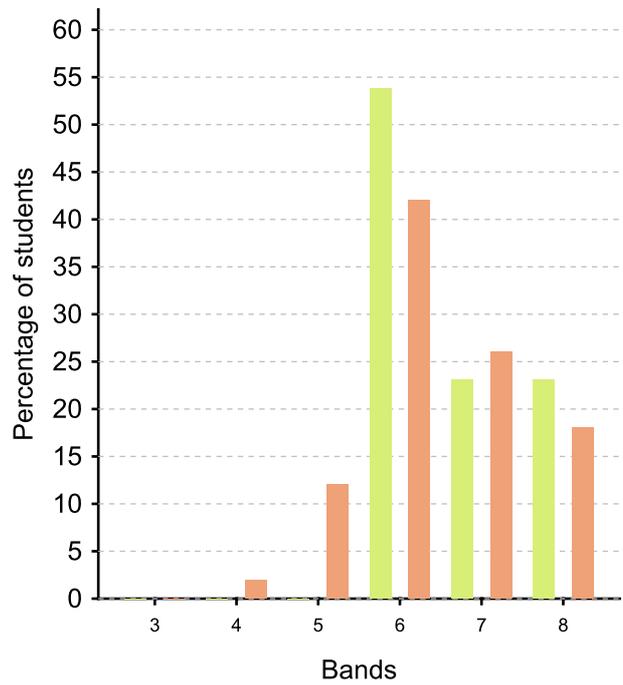
**Percentage in bands:**  
Year 5 Reading



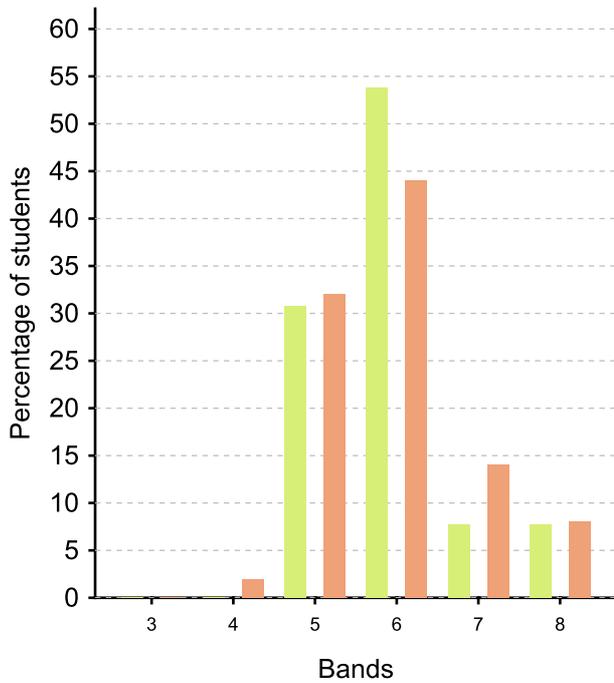
**Percentage in bands:**  
Year 3 Grammar & Punctuation



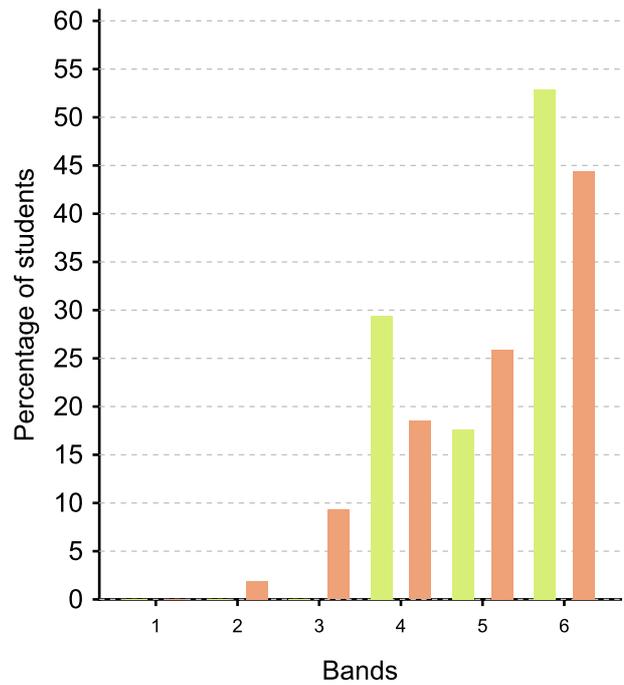
**Percentage in bands:**  
Year 5 Spelling



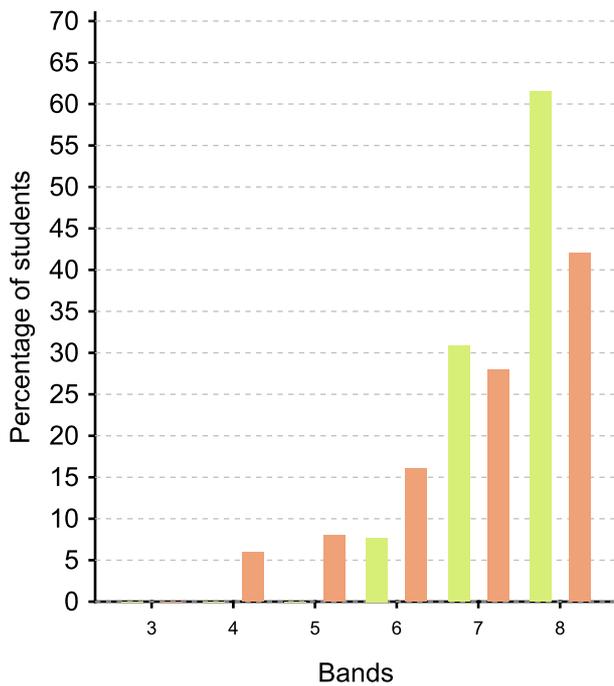
**Percentage in bands:**  
Year 5 Writing



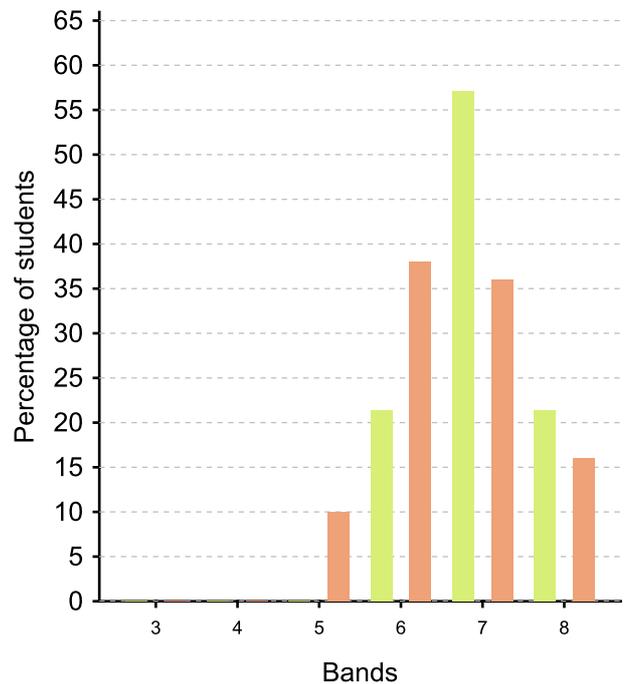
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Numeracy



As an educational priority we have conducted a thorough analysis of data from a variety of sources that has enabled us to direct resources towards ensuring numeracy also remains a priority.

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.

We have prioritised literacy and numeracy in our professional learning in accordance with our strategic

directions outlined in our School Plan and the premier's priorities.

Funding has been allocated to support and improve educational outcomes for our Aboriginal students.

## **Parent/caregiver, student, teacher satisfaction**

In 2018, the school sought the opinions of parents, students and teachers about the school throughout the year at staff meetings and as a part of the PDP process, P & C meetings and through the use of surveys.

Surveys indicate that Coorabell Public School feel the school is moving in a very positive direction.

96% of students surveyed indicated that they enjoy going to Coorabell Public School and feel safe at school.

98% of parents surveyed indicated that the school is well led and managed and that there is a very good standard of behaviour at Coorabell Public School.

98% of parents/carers also indicated they would highly recommend Coorabell Public c school to another family.

100% of the staff strongly enjoy teaching and working at Coorabell Public School.

## **Policy requirements**

### **Aboriginal education**

Throughout 2018 Coorabell Public School has comprehensively implemented the Department's Aboriginal Education Policy by achieving the two outcomes: To promote the educational outcomes of Aboriginal students and to educate all students about Aboriginal Australia. In 2018 Coorabell Public School had 3 students who identify themselves as Aboriginal. Coorabell Public School sits on the traditional lands of the Bundjalung nation, home of the Arakwal people. The original custodians of the land are acknowledged at all formal assemblies and community events. In 2018 students at Coorabell Public School participated in NAIDOC week activities with enriching activities completed in class. Two of our staff attended some professional learning in enhancing leadership in Aboriginal Education. Coorabell Public School has had the privilege of a visit by local Aboriginal family members to share stories with some of our classes. All students attended Dolphin Dreaming cultural activities at The Pass in Byron Bay. Throughout the year Indigenous Australian perspectives are embedded into all key learning areas K–6. In addition, all classes engaged in classroom activities to acknowledge Reconciliation Week and Sorry day.

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

In 2018, teaching programs and learning activities continued to emphasise the importance of cultural diversity and racial harmony within Australian society. The whole school participated in Harmony Day. The appreciation of different cultures and languages and how people from different backgrounds come together to make Australia a great and successful country was reinforced through a range of in-class activities on the day. In addition, multicultural perspectives are embedded and are cross-curriculum priorities in all key learning areas.