

# Coraki Public School Annual Report



2018



1644

## Introduction

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

Jane Cottee

Principal

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## School background

### School vision statement

Coraki Public School will nurture and develop all children to become successful and motivated learners who are empowered with learning skills that will equip them to lead effective and contributing lives in society. They will be co-operative while showing respect, resilience and flexibility in the ways they learn and enquire about their world.

Our school will support each child as an individual, while recognising the importance of a harmonious and highly functioning social group that relies on trust, creativity and critical thought.

We will be a significant partner with our families and community in developing our children to be the best they can.

### School context

Coraki Public School serves the community of Coraki and surrounds. It is the public school alternative for the town with a small Catholic School also in town. The population of Coraki is around 1500.

Coraki has a rich Aboriginal and Anglo-based history. It stands on Banjalang land which is part of Bunjalung Country. Being on the meeting point of two major rivers in northern NSW, it has been a significant port and agricultural base since the mid 1800's. The school is 150 years old and was once a Central School.

According to the current Family, Occupation and Education Index [FOEI], Coraki PS serves a community that represents the top 5% of disadvantage in NSW. There are a high proportion of transient families yet also many families who trace long histories into the town and school. The Aboriginal enrolment is around 45%, with many of these families still being on country.

The school has a small mix of experienced and younger staff, with a high proportion of school-funded School Learning Support Officers. A Transition to School Programme operates at the school for 2 days per week. This was originally funded by Department of Community Services but is now staffed by Department of Education.

During the years 2018–2020 Coraki Public school will be part of the *Early Action for Success* initiative working with an Instructional Leader focused on the delivery of Literacy and Numeracy practice.

## 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.

Staff overall felt there was positive growth in Learning Culture, Effective Classroom Practice, Learning and Development, Professional Standards, Resourcing and Management Practices.

There was common concern for the need to develop effective use of data, to provide meaningful data to parents and to implement a school wide assessment schedule that is both useful and purposeful. This is noted in the 2019 plan for Strategic Direction Two – Quality Practice in Teaching.

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

Productive and Positive Student Attitudes Towards Learning.

### Purpose

All our students will face an ever changing world in which they will be adults. Students will need the skills to be motivated, effective learners within this future world. They will need to be confident risk takers in their own learning, critical, creative, resourceful and empowered with high level skills in Literacy and Numeracy. These children need positive and enduring learning dispositions that reflect strong emotional, physical, social and academic foundations.

### Overall summary of progress

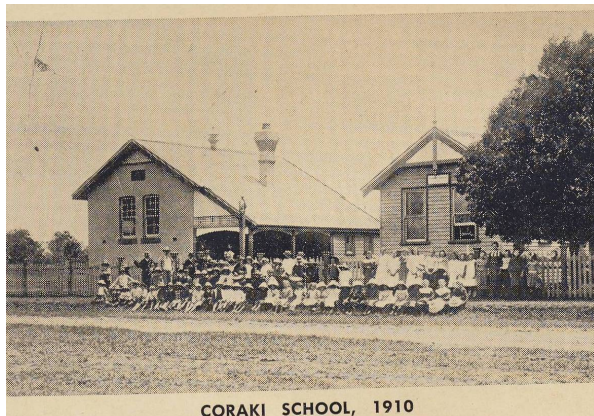
The idea of learner mindset and attitude to work has become part of everyday language across the school. There are visual prompts and reminders to support these mindsets and students can explain and relate to their working at school. Common language is used with reference to "above and below the line" as it relates to learning and behaviour. Some progress has been made around learning intentions with children able to explain to limited levels, why lessons are being taught. There are increased levels of confidence to try new work. All teachers have incorporated elements of "8Ways" approaches to teaching, to further engage students and relate to cultural backgrounds of our students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All children will be able to explain the purpose [intention], content and connections of their learning to prior learning.	Approximately .5 of an SLSO time was used to create resources around mindset and to be available across the school to encourage positive dispositions to learning. A room was created as a calm down space to help support children get back on track when they became overwhelmed or frustrated with their learning.	There is common understanding of the elements that make a good learner. Frequent words used by students when asked include "listen", "try", "do your best" and "have a sweaty brain".
All children will be able to verbalise practices that make positive, productive learners who are able to begin self assessment of learning journeys.	Teacher professional texts valued at approximately \$250.	The need for more opportunity to verbalise these intentions is clear. Prior and future learning needs to be connected for the students to what is presently taught.

## Next Steps

The ability of our students to verbalise their learning and thinking has again highlighted the need for quality and frequent moments to practise oral language as it relates to learning and school. General vocabulary development must take place that arises from both student interests and school talk. There needs to be support around students learning to direct their own learning. Inquiry should be encouraged and the language to support this, together with techniques such as questioning, predicting and analysing needs practice. To this extent an Oral Language focus will be written into 2019 School planning.



## Strategic Direction 2

### Quality Best Practices in Teaching

#### Purpose

Teaching in our school will sustain and grow to create learning spaces that are stimulating and engage all students. Teaching practice must be evidence based and differentiated to cater for individual needs. Teachers need to maintain high expectations and empower all students with oral language skills that enable investigation, questioning and higher order thinking, while supporting the diverse cultural, emotional, cognitive and social needs of our students. Staff must challenge students and maintain positive working relationships that foster and support a love of learning that students will carry with them to become successful members of society. A culture of high expectation will be evident across the school.

#### Overall summary of progress

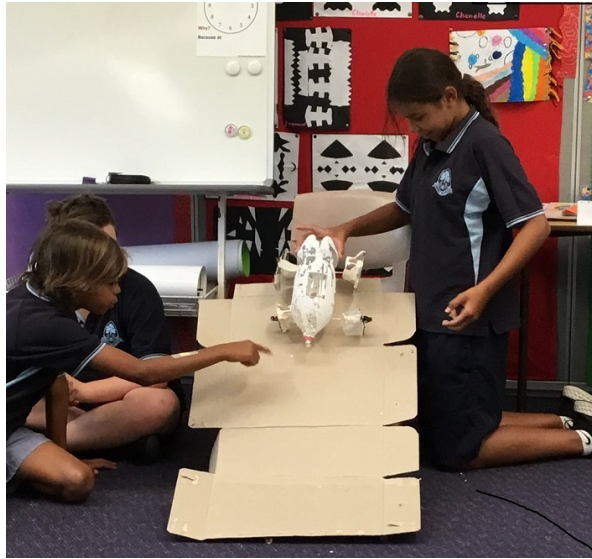
Professional Learning support came through Professional Learning that focused on Learning Progressions and continued Literacy and Numeracy by means of *Early Action for Success* workshops. While full Progressions K–6 were postponed, the use of visible prompts and lesson purpose and intentions was adopted as necessary supports for all students and classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data measurements will show individual student growth along Learning Progressions consistent with expectations for grade and ability.	3 days of Professional learning at casual rates \$1516.02, with no course fee cost.	Through 2018 staff trialled the use of Progressions and continued exploration on how to interpret results by comparing the continuum against progressions. 2 staff attended Professional Learning. Progress was recorded against Syllabus indicators and Outcomes. Not all students achieved expected outcomes for Stage.
During classroom walk throughs and learning conversations teachers will be able to verbalise the intended learning from each lesson .	School Support Learning Officers were employed in each classroom to assist in support for targeted and small group children.  \$147,005.00  All funds from the Developing Highly Accomplished Teachers strategy was expended, worth \$13 506.45	In Term 1, three teachers visited Stonefields School in New Zealand to see visible and future focused learning in action. This was made possible through funds available in a scholarship to develop highly accomplished teachers.  In return, these teachers shared ideas and modelled practice to peers. PL under this funding also gave teachers strategies to gather evidence and create learning portfolios for both staff and students.  Teachers continued to monitor teacher:child talk ratios. Student feedback found that 22% of senior students were fully understanding amounts of teacher talk with 44% saying it was understood a "little bit".  <i>Learning Intentions</i> were explored and developed by all staff as a means of supporting student learning.

## Next Steps

Work on across school standards will be refined around Tier One and Tier Two interventions. Learning intentions will be visible, heard and understood by students. Syllabus outcomes and the correlation to progressions will be a focus of whole school Professional learning. Individual Learning Plans will incorporate references to outcomes.



### Strategic Direction 3

Productive, Supportive and Respectful Community Connections.

#### Purpose

To further create sustaining and growing pathways to bond the relationship between the school and all families. Families must feel welcome within their school and be part of open and honest communication with all staff members. Our hard to reach families must be engaged at all levels with the school and feel respected and valued. The wider community must value their school and share in the achievements and celebrations of what we all achieve for our students, thus overcoming levels of disadvantage that may exist within our community.

#### Overall summary of progress

2018 was a year for our school to celebrate 150 years of public education. A planning committee continued meeting throughout the year with 4 non-school families represented. The event itself was a huge success drawing contact and visits from many generations of school families.

Aside from this major community activity, we continued to hold family events connected to school activities throughout the year. These regularly attracted a majority of our families. An Aboriginal Education Team meeting was held twice with 4 families represented.

"Feedback Friday" was established in Term 4 as a way of meeting with parents and seeking feedback. Through the term 10 families were able to give feedback and continue conversations around school plans, achievements and directions. As a result of these meetings a foundations was laid for a Parent Support Group to be formed in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased frequency of community / school events to occur, with increased attendance by community at these school events. "Satisfaction" scored feedback rates at these events will remain above 75%.	Through 2018 .5 of one SLSO position was dedicated to community liaise [valued \$30 600] Additionally approximately \$300 was spent on social events. The 150th Committee raised money & received a community-based grant for the 150th celebrations. They were left out of pocket of under \$1000 {ie school funds used]	Community events to invite families included <ul style="list-style-type: none"><li>• Welcome bbq</li><li>• Harmony Day</li><li>• Mothers' Day Afternoon Tea</li><li>• NAIDOC</li><li>• Circus evening</li><li>• information forum</li><li>• "Feedback Friday"</li></ul> There are now set dates for a Parent Support Group meeting and another welcome afternoon tea in early Term 1.



## Next Steps

As a result of the support from families to reform a parent group, the first meeting was planned for February 2019. The agenda of this meeting covered a range of topics around planning, practical support and general decisions for the 2019 school year ahead..

The school will participate in the "Tell Them from me" project to gather more detailed and targeted analysis of family attitudes and support for the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	a) \$ 96 940 b) \$ 53 473 c) \$ 54 566 <ul style="list-style-type: none"> <li>• Socio-economic background (\$190 168.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$15 616.00)</li> <li>• Socio-economic background (\$190 168.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$15 616.00)</li> </ul>	Money spent to employ additional teaching staff and School Support Learning Officers.  See evaluation for Strategic Directions 1, 2 and 3
<b>Aboriginal background loading</b>	a) \$ 67 042 b) 3 059 <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$ 70101.00)</li> <li>• Aboriginal background loading (\$70 101.00)</li> </ul>	Funds used to employ additional Aboriginal Support Learning Officers.  See evaluations for Strategic Directions 1, 2 and 3
<b>Low level adjustment for disability</b>	\$ 75 605 <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$ 76605.00)</li> <li>• Low level adjustment for disability (\$76 605.00)</li> </ul>	Funds used to employ additional support teaching staff.  See evaluation for Strategic Direction 2.
<b>Early Action for Success</b>	All staff costs were met through the school's staffing entitlement budget.	



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	41	46	44	31
Girls	44	48	44	39

A decline in enrolments represents families who have left from town for a variety of reasons, including rental increases and change of family circumstances. We continue to have a transient element also in our school population.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.1	85.5	83.3	80.1
1	81.8	88.6	87.7	84.7
2	86.5	82.3	83.1	88.1
3	89.1	83.2	81.7	82.9
4	89.7	86.1	83.4	76.7
5	94.7	93.9	82.9	80
6	94.3	93.5	86.7	83.5
All Years	88.9	87.1	84.3	82.6
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

Student attendance is checked daily through ebs. Targeted families are sent a weekly text on Fridays to explain absences. Around 70% of families responded with suitable reason for an absences. Where relevant, our Aboriginal Education Officer and Principal work with families to support childrens' attendance. Termly Home School Liaison Officer visits occur also, thus initiating follow up through standard DEC procedures. Our

district Aboriginal Community Liaise Officer works also with our school and Aboriginal Education Officer to support families to have children attend. We have many late arrivals and conversations are constantly held around the importance of arriving at school on time.

Through 2018 there were identified and specific continual non-attenders with outside agencies and NGOs working to support families.

### Class sizes

Class	Total
K1	13
23	17
45	22
6	22

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.99
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	2.61

\*Full Time Equivalent

Of our fulltime and temporary staff, four identify as Aboriginal – approximately 22 % of the staff. The school employed, through its school budget, an additional teacher to support both class and individualized programmes. Support Learning Officers also were employed for whole class support and to cater for individual identified students needs.

### 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	20

## Professional learning and teacher accreditation

During 2018 all teachers who had begun their careers before 2004 were granted "Proficient" accreditation. Two staff enrolled in a department support initiative to seek "Highly Accomplished" Accreditation. Our Instructional Leader on staff completed Lead Teacher Accreditation.

All Professional Learning was identified by teachers through their Performance and Development Plans which were discussed with executive. Teachers then incorporated this learning with the school Strategic Directions. There was a high proportion of Professional Learning based in Literacy and Numeracy with PL also supporting the implementation of Learning Progressions, Best Start and Early Action for Success priorities.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	155,283
<b>Revenue</b>	1,735,558
Appropriation	1,699,161
Sale of Goods and Services	5,176
Grants and Contributions	28,963
Gain and Loss	0
Other Revenue	0
Investment Income	2,259
<b>Expenses</b>	-1,651,586
Recurrent Expenses	-1,651,586
Employee Related	-1,499,947
Operating Expenses	-151,639
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	83,973
<b>Balance Carried Forward</b>	239,255

The Balance Carried Forward figure includes funds to cover cost for our Box Ridge Transition to School Programme. These funds are delivered on a Financial Year basis, not calendar year. The balance also

includes accumulated funds to cover a playground refurbishment which will incorporate a Yarning Circle, and a classroom upgrade for the Kindergarten Room to best cater for Play-based areas as it supports Oral Language as written into the 2019 School Plan.

## 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>	873,354
Base Per Capita	17,016
Base Location	7,232
Other Base	849,106
<b>Equity Total</b>	335,873
Equity Aboriginal	70,101
Equity Socio economic	190,168
Equity Language	0
Equity Disability	75,605
<b>Targeted Total</b>	55,107
<b>Other Total</b>	224,822
<b>Grand Total</b>	1,489,157

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

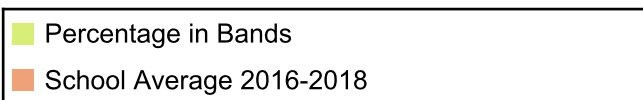
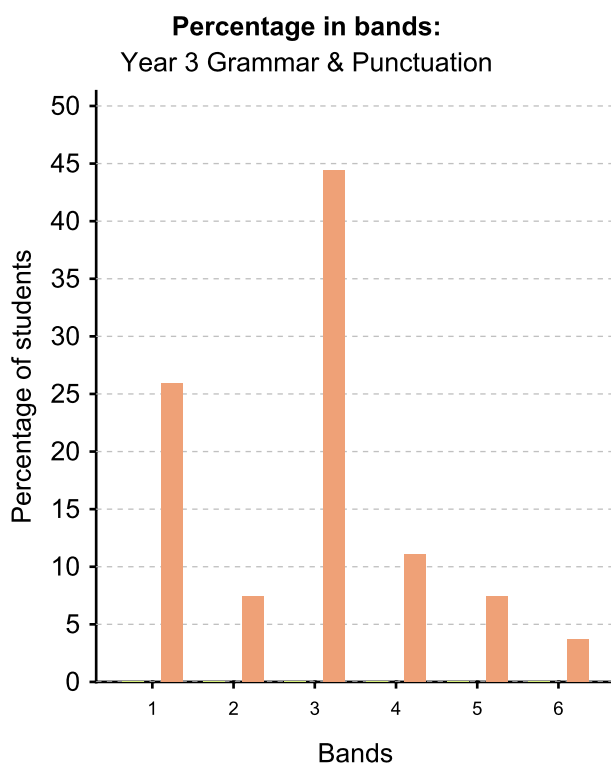
### NAPLAN

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.

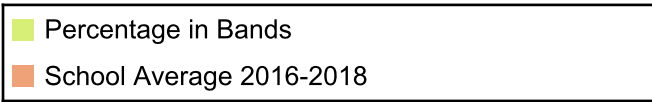
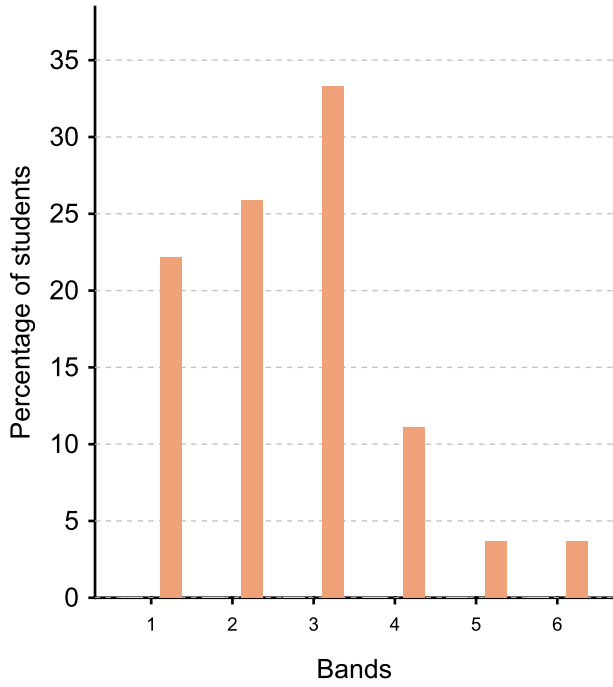
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

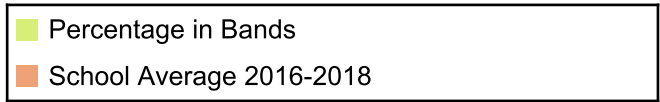
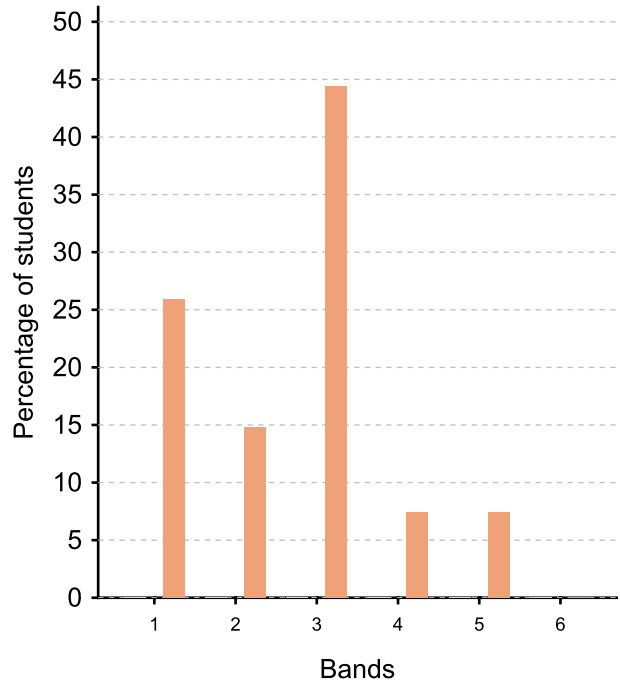
With a small cohort individual results can play a large influence on average scoring. Results from NAPLAN were consistent with teacher-based testing through the year.



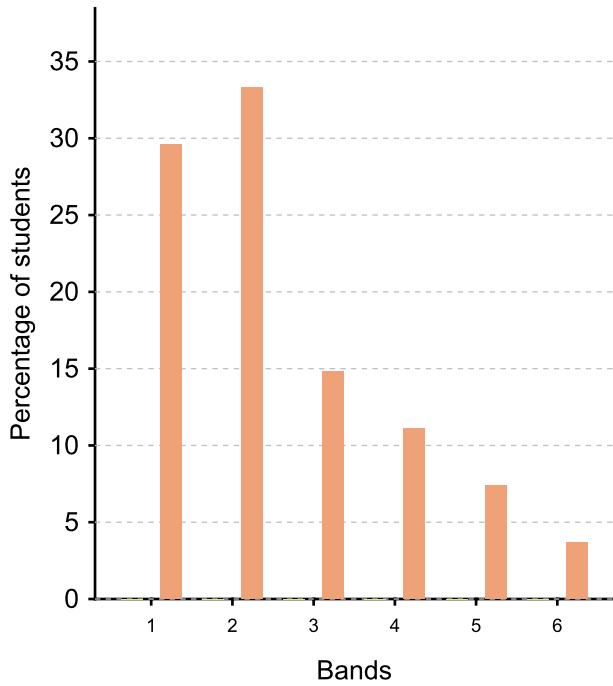
**Percentage in bands:**  
Year 3 Reading



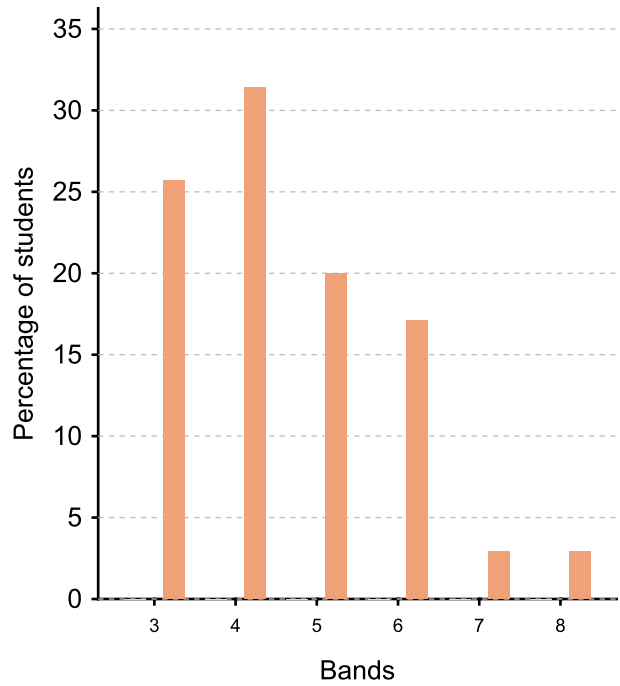
**Percentage in bands:**  
Year 3 Writing



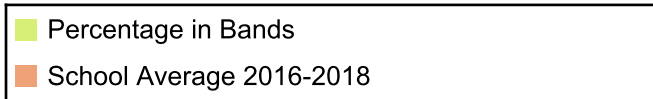
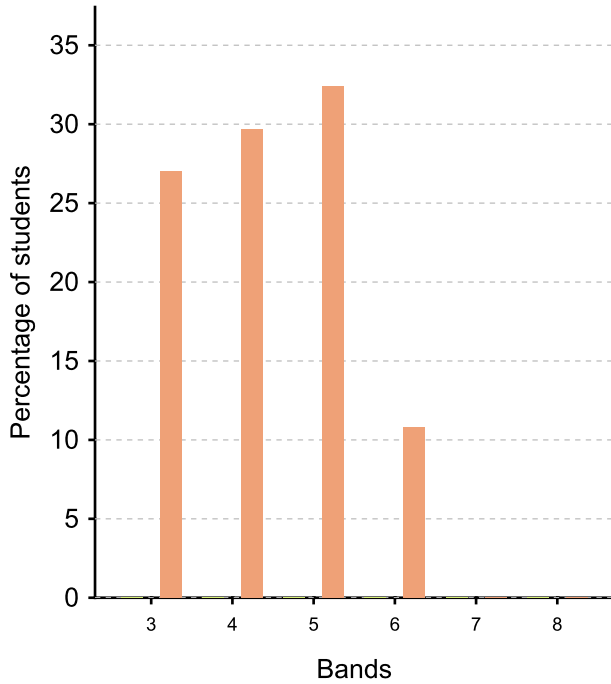
**Percentage in bands:**  
Year 3 Spelling



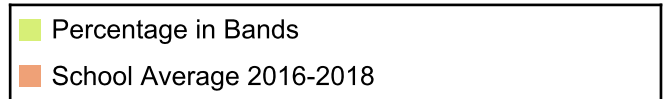
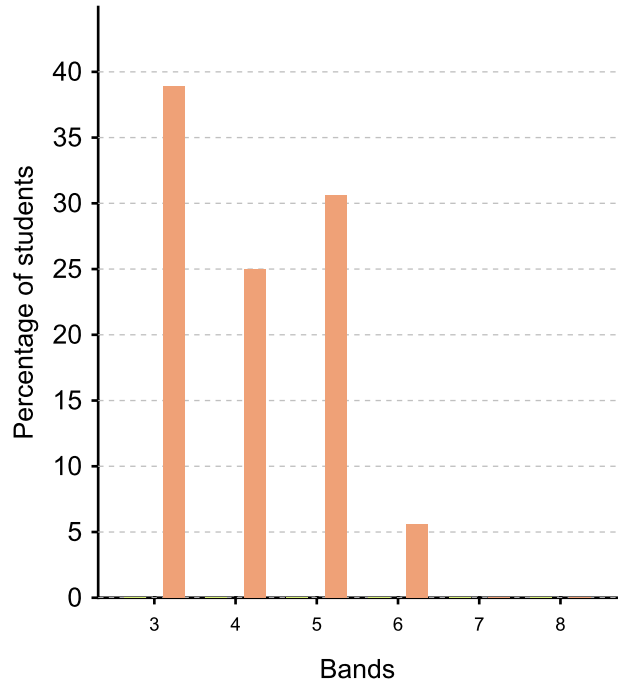
**Percentage in bands:**  
Year 5 Grammar & Punctuation



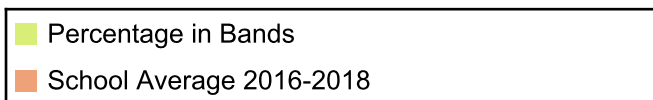
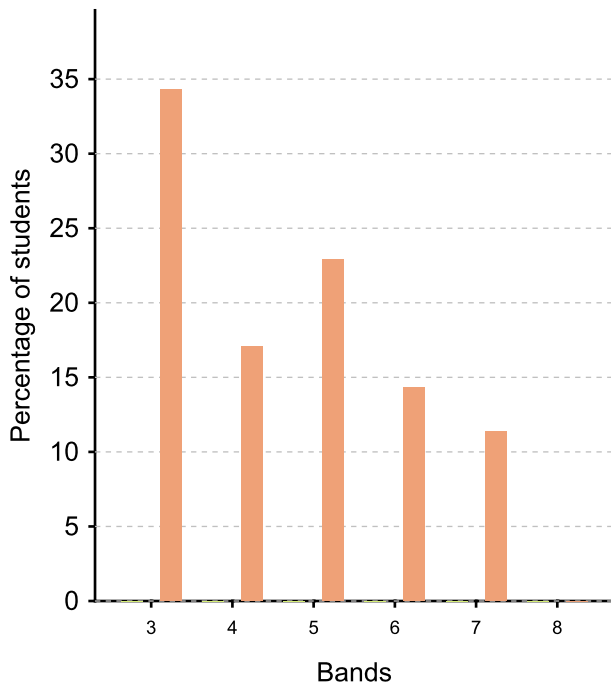
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



Growth of data results shows a generally consistent movement from bands 1 and 2 in Year 3 into a band range expected by Year 5. With small cohorts individual results can play a bigger influence on the average overall results when looked at broadly.

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.

All our Aboriginal students moved up through bands from Year 3 to Year 5 for all aspects of the NAPLAN tests. Best results came within Numeracy where a rise of 3 bands was met and in Reading results rose by 4 bands for some students.

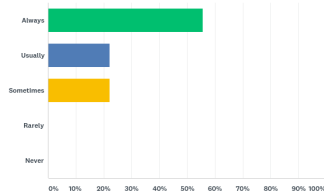
### Parent/caregiver, student, teacher satisfaction

A survey was given to senior students to determine how supported and safe they felt at school. When asked how safe children felt 77% replied "always" with 10% replying "usually" or "sometimes". When asked if they understood lessons and what teachers were saying only 22% felt they understood "a great deal" but 44% felt only understanding a "little". This will be addressed in a school focus on oral language through 2019 and beyond. 100% felt their school was Safe, Respectful and Responsible— this reflects the Positive Behaviour for Learning focus for the school.

During Term 4 parents were also asked how they felt about how the school dealt with Student Wellbeing.

There was a general concern for management of behaviour with a group of parents meeting regularly to gain further insight into procedures and protocols around behaviour processes, in particular suspensions.

Q2 Do you feel supported to learn by adults in the school ?



## Policy requirements

### Aboriginal education

Aboriginal Education is reflected in all delivery of curriculum through the year. In particular NAIDOC Week allows for a highly focused emphasis on Aboriginal Education. In 2018 children had the opportunity to observe traditional ways of preparing traditional foods and attempted to see harvesting of local seafood in traditional ways. Unfortunately the weather was not favourable to see this in a full lesson, but stories from elder locals were shared.

Through 2018 all teaching staff and many support staff completed retraining in the delivery of programmes through "8 Ways". Visual reminders and links were displayed in rooms to incorporate "8 ways" into teaching styles and approaches to teaching syllabuses.

In 2018 one teacher and our Aboriginal Education Officer completed the Stronger Smarter programme and implemented the ideas into everyday language and interaction with children.



### Multicultural and anti-racism education

Aside from individual class programmes, Harmony Day gave our students first hand opportunities to explore cultures. Artefacts were used as examples of teaching stimulus and reference made to multi-cultural perspectives. Through Term 4 Senior student groups produced cooking from other cultures and enjoyed sharing these with all others. A full cultural context and background was given as the cooking was completed by the student.

An Anti-racism teaching focus was used through the year within the context of teaching programmes. There were two occasions where our Anti-Racist Contact Officer was able to support students to clarify concepts delivered through teaching programmes.