

Coramba Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Coramba PS 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

Coramba Public School believes in creating and nurturing a positive love of learning. We welcome students, families, teachers and school staff into a caring, friendly, inclusive learning environment. We believe in connecting with each other, our environment and the local community and value the importance of building and sustaining strong relationships. We strive for the highest standards of teaching and learning, and believe every child has great potential and will achieve their best. We embrace diversity and support all children to express their unique gifts and talents. We are respectful, resilient achievers of excellence.

School context

Coramba Public School is a small school located in the Orara Valley, 15km west of the regional city of Coffs Harbour, NSW.

At Coramba Public School, we pride ourselves on providing individualised and responsive teaching and learning programs to all students. As a small school, with two multi-stage classes, we are able to utilise our staff to provide small group and individual instruction, especially in the teaching and learning of English and mathematics. We implement quality literacy and numeracy programs based on best practice research and our teachers are committed to continuous professional learning. We employ additional staff to provide flexible groupings in mathematics, to ensure all students are catered for and achieve the best possible outcomes.

Coramba Public School provides a stimulating learning environment where students acquire knowledge, skills and positive attitudes in all Key Learning Areas. We provide a rich and varied curriculum, where students have opportunities to work collaboratively with their peers, developing skills such as problem solving, cooperative group skills and leadership. Students of all ages and abilities work together in a range of activities including peer support, drama, sport and cultural events. We provide specialist programs in dance, choir and music.

The RAM allocation for 2018 includes the following information. The school FOEI is 114 for 2018. 25% of students identify as Aboriginal.

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.

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.

The results of this process indicates that in the School Excellence domain of Learning:

All teaching staff continue to provide a safe, supportive and engaging learning environment for all students. Teachers have high expectations for students and encourage independence and self–regulation. The school has implemented a highly successful Positive Behaviour for Learning approach which has resulted in improved student wellbeing, engagement and behaviour. Together with the revised Student Wellbeing Policy, clearly defined behavioural expectations are articulated, understood and explicitly taught. Curriculum delivery meets the needs of all learners and staff work collaboratively to deliver quality teaching based on current research. Teachers make explicit criteria for assessment and evaluate student progress regularly to inform future learning. Teachers work in partnership with parents to improve student learning outcomes. The school is achieving value added results in literacy and numeracy.

The results of this process indicates that in the School Excellence domain of Teaching:

the school has processes in place for teachers' performance and development. teachers are fully committed to improving their pedagogy through reflective practice, professional dialogue and rigorous professional learning. teachers provide explicit, specific and timely feedback to students on how to improve. Learning Intentions and Success Criteria are used to make learning visible and facilitate peer and self–assessment. Curriculum provision is enhanced through learning alliances with other schools and teachers work collaboratively to share their ideas, experiences, challenges and approaches. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively with minimal disruption. The staff analyse school performance data and a range of other contextual information and are aware of trends in student achievement levels. Teaching and learning programs build on this data analysis with a focus on quality teaching to improve student learning outcomes.

The results of this process indicates that in the School Excellence domain of Leading:

The broader community are actively welcomed and have been engaged with the school's vision, values, purpose and school planning processes. Parents and community have a number of opportunities to be involved in a broad range of school activities. The school acknowledges students as leaders and has created numerous leadership opportunities for all students K–6. The school plan is reviewed annually and revised to better meet system priorities and changing needs. The school's financial and physical resources are well managed to best support the learning outcomes of all students and meet the challenges of a small school setting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

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

Learning – Connect, Succeed, Thrive

Purpose

Coramba Public School is a place of Respect, Resilience and Achievement. Our purpose is to develop a strategic and planned approach to develop whole school wellbeing processes so all students can connect, succeed, thrive and learn. Our clear focus on curriculum and improvement of student outcomes is visible and pursued by all staff.

Overall summary of progress

Teachers showed an improved understanding of best practice in assessment and feedback through regular discussion at staff meetings, lesson observations and participation in professional learning. Structured and regular lesson observations resulted in rich professional discussions, sharing and a focus for future teaching. Positive Behaviour for Learning is embedded in the school culture. Behaviour data indicates a significant reduction in negative behaviour and an increase in self-regulation and positive behaviour. Students have a clear understanding of and can articulate the PBL expectations for all settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is deemed to be excelling against the School Excellence Framework through self-assessment and External Validation processes in differentiation, high expectations, assessment and feedback.	PL funds to support \$4000	The school has progressed from "Delivering" to "Sustaining and Growing" in these domains.
Annual reflection using the Wellbeing Self-Assessment Tool indicates that improvements from 0–2 in targeted domains.	PL funds \$850	Reflection indicated that the school has improved in its implementation of the Student wellbeing Framework in all domains.
Student survey data regarding engagement in class show improvements to 4.5 on a 5 point scale.	PL funds \$750	Survey data indicates students are demonstrating greater engagement in class.

Next Steps

A whole school Assessment Schedule will be developed and implemented. Targeted and differentiated literacy and numeracy instruction will continue to be refined. All students will have personalised learning goals based on the Literacy and Numeracy Progressions. A PBL Scope and Sequence will be developed which reflects whole school events. Personal and social capabilities will be reflected in the updated PBL Matrix.

Strategic Direction 2

Teaching – Informed and Personalised

Purpose

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

Overall summary of progress

Staff participated in ongoing professional learning in Literacy and Numeracy Progressions, L3, best practice in mathematics teaching and Building Numeracy Leadership. Staff then shared this learning with others within the school and the Orara Valley Early Action for Success Alliance. PLAN 2 data is used systematically to track student progress and inform future teaching. A culture of collaboration has been developed through professional dialogue, peer observations and ongoing sharing. Students are enthusiastically engaged in literacy and numeracy lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Year 5 students will achieve greater than, or expected growth, in reading, writing and numeracy.	\$3000	Data indicates that students achieved above state average scaled growth in Year 5 NAPLAN reading, writing and numeracy. Students also achieved above or expected growth in reading, writing and numeracy.
Quality Teaching Rounds coding data from across the EAfS alliance indicates significantly improved teacher practice.	\$5 450	Teachers are able to articulate and demonstrate quality teaching elements in their teaching and learning plans. Teachers have a system of reflecting on their teaching and recording these to further inform their teaching. Teacher reflection logs and professional learning journals indicate an understanding of coding using the Quality Teaching Rounds method. Teachers reflect on their own and others pedagogy.
100% of students in K–6 Reading and comprehension levels match on the Literacy Progressions.	\$2000	Ongoing L3 Stage 1 professional learning has provided the skills and practices to see a significant positive shift in students reading and comprehension. The focus on tier 2 vocabulary has created an environment where the students are beginning to use these words appropriately in their writing 80% of students K–6 are matched on the Literacy Progressions in Reading and Comprehension.
The school is deemed to be excelling in data skills and use against the School Excellence Framework.	\$1500	Teachers have used PLAN 2 and a range of other school based assessment data to plan and inform teaching. The school is still at the delivering level for this element of the School Excellence Framework.

Next Steps

Staff have commenced professional learning in Learning Sprints and are trialling these in the classroom. Pre and post testing is being implemented to measure student success. Learning Sprints strategies will be implemented into teaching programs from K–6. teachers will continue to engage in professional learning in L3.

Strategic Direction 3

Leading – Instructional and Distributed

Purpose

Our purpose is to build and sustain leadership at all levels through fostering a belief that leadership is everybody's responsibility. All teachers lead to support a culture of high expectations, and the student is the centre of all decision making.

Overall summary of progress

A new system for reporting to parents was implemented, reflective of system requirements. The Scope and Sequence across Key Learning Areas have been updated. Program Builder is used as a tool for programming, with clearly articulated syllabus outcomes. Teachers have a solid understanding of the new Geography syllabus. Student Leadership continued to strengthen, with the SRC having a greater voice in decision making. Students from K–6 have a range of opportunities to participate in leadership roles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in student self-efficacy and teacher authority are evident through digital portfolios and elicited parent feedback.		Seesaw has been implemented successfully and used as a key method of communication with parents. Both teacher and student selection of work samples provides a rich and informative digital portfolio. Parent feedback indicates a high degree of satisfaction with this platform.
Regular and authentic opportunities for community input facilitate improvement in parent satisfaction using pre and post data.	\$1500	Community Focus Groups and the P & C have provided a forum for input into decision making on a range of school issues and policies and procedures. Parent feedback has been actively sought through satisfaction surveys.
All students actively engage in purposeful leadership opportunities across the school and indicate leadership growth through a variety of measures.		Students are actively engaged in leadership opportunities. All students from years 1–6 have led assemblies and have had a designated leadership role in the school. Kindergarten are now rostered on to run assemblies. The SRC met regularly and have an increasing role in decision making on school activities.
Rigorous assessment and reporting processes are in place and demonstrate achievement of outcomes against syllabus documents based on Consistency of Teacher Judgement processes and collection of a variety of data.	\$2000	Student work samples and CTJ meeting notes indicate teachers are aligned in their gradings and subsequent reporting on student achievement.

Next Steps

The reporting to parents will include the PLAN 2 report. The use of Seesaw as a student driven digital portfolio will be strengthened. The school will participate in the Tell Them from Me surveys to gain valuable feedback for teachers on how students and the parents engage with our school. Community Consultation Groups will be held to evaluate school programs and the School Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12 948 • (\$0.00)	Teachers have implemented the Aboriginal 8 Ways of Learning pedagogy into their classroom programs as a result of professional learning. Gumbayngirr culture continues to have a strong focus through the annual whole school Connecting to Country excursion, guest teachers, NAIDOC celebrations, the new school mural and use of Yarning Circles.
Low level adjustment for disability	\$29 823	Teachers have a wider repertoire of teaching strategies and resources to use to cater for individual needs as demonstrated in their teaching and learning programs. Additional staffing allows for targeted, individualised instruction.
Quality Teaching, Successful Students (QTSS)	\$6663	Students are more engaged in learning as evidenced by anecdotal observations, work samples and feedback from staff and students.
Socio-economic background	\$23 199 • Socio-economic background (\$23 199.00)	Student's needs are catered for in small, flexible groups across two multistage classes. Additional staffing and LAST support facilitates the provision of differentiation of curriculum delivery.
Support for beginning teachers	\$13 786	The beginning teacher completed the Strong Start Great Teachers Modules and participated in a extensive school and Early Action for Success professional learning. He successfully completed an induction program and finalised his NESA teacher accreditation submission.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	16	16	18	22
Girls	23	21	18	15

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.2	95.3	91.4	94.6
1	94.9	97.8	96.8	92.3
2	94.8	92.9		97.2
3	83.4	93.2	86.6	99.3
4	91	96.3	91.1	88.4
5	92.3	92.5	93	90.5
6	95.8	95.5	97.3	95.4
All Years	91.4	94.4	92.5	93.7
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		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

The school has processes in place to monitor and manage student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are no Aboriginal staff members working at Coramba 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	33

Professional learning and teacher accreditation

The school is committed to ongoing professional learning in line with the Australian Professional Standards for Teachers. Teachers meet regularly and engage in quality professional learning to build capacity to implement our strategic directions.

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	67,454
Revenue	689,630
Appropriation	665,415
Sale of Goods and Services	33
Grants and Contributions	23,302
Gain and Loss	0
Other Revenue	0
Investment Income	881
Expenses	-676,268
Recurrent Expenses	-676,268
Employee Related	-594,119
Operating Expenses	-82,149
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,362
Balance Carried Forward	80,815

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 meeting of the P & C. Further details 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 (\$)
Base Total	446,933
Base Per Capita	6,961
Base Location	1,580
Other Base	438,392
Equity Total	66,159
Equity Aboriginal	12,948
Equity Socio economic	23,199
Equity Language	400
Equity Disability	29,612
Targeted Total	12,481
Other Total	74,883
Grand Total	600,456

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.

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.

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.

In the NAPLAN Literacy test in 2018, 3 Year 3 students and 6 Year 5 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in literacy.

In the NAPLAN Numeracy test in 2018, 3 Year 3 students and 6 Year 5 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

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.

PLAN 2 data was collected at regular intervals in accordance with state reporting requirements.

Parent/caregiver, student, teacher satisfaction

Data from parent surveys and anecdotal information indicates a high degree of satisfaction with the school and its teaching and learning programs. Students are highly engaged and motivated to learn as evidenced by attendance rates, minimal behaviour incidents, teacher observations and student surveys. Teachers report they are highly motivated and committed to their roles within the school.

Policy requirements

Aboriginal education

Aboriginal perspectives were integrated more fully into curriculum and authentic learning experiences on Gumbayngirr culture for students from K–6 were provided. All students participated in a 'Connecting to Country' excursion with NSW parks and Wildlife Ranger and Gumbayngirr Elder Uncle Mark Flanders. This excursion consolidated the previous years excursion through visiting other sites of cultural significance. The Yarning Circle is a part of our daily rituals for gathering and assemblies. This has been extended into the classroom. All teachers participated in the Aboriginal 8 Ways of Learning professional

development. This has strengthened our pedagogy by bringing Aboriginal teaching methodology.

Multicultural and anti-racism education

Multicultural perspectives are integrated into curriculum as a cross curricular perspective. We actively promote a culture of inclusivity of all students. We actively teach the value of respect through our PBL matrix of expected behaviours, through our Student Wellbeing Policy and Peer Support. We participate in events that promote multiculturalism through Harmony Day, NAIDOC Week and various competitions.