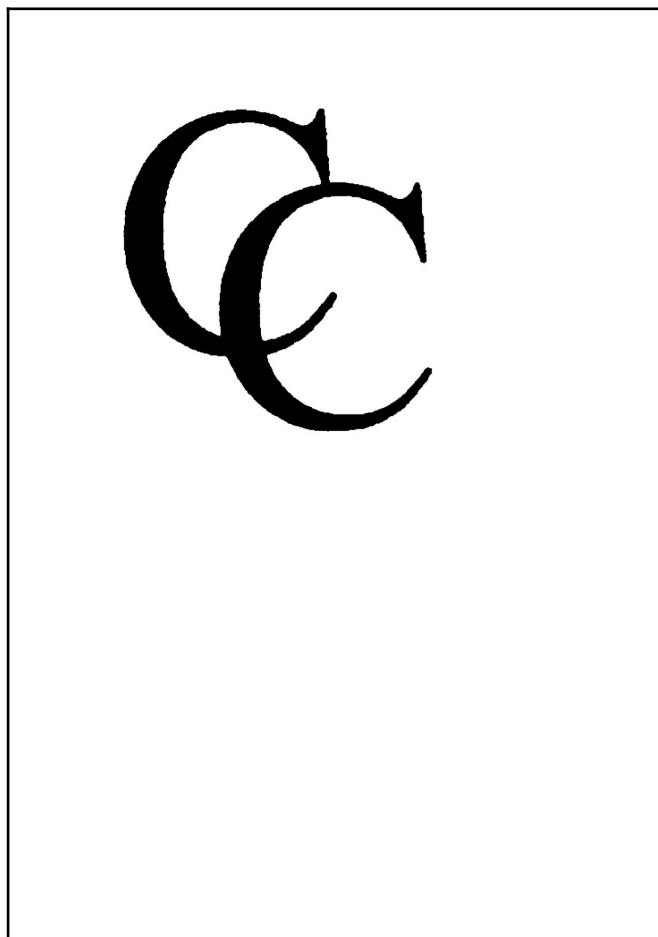# Coffee Camp Public School

2019 Annual Report

1583

Introduction

The Annual Report for 2019 is provided to the community of Coffee Camp Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Learning

Purpose

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

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

Improvement Measures

All students, staff and stakeholders can articulate and follow the whole school Positive Behaviour for Learning program.

Teaching programs reflect a project based learning approach whilst reflecting syllabus outcomes.

All students use goal setting practices to reflect on their learning, as well as developing their skills and mindsets in innovation, collaboration and resilience.

Progress towards achieving improvement measures

Process 1:   Wellbeing
  • connect students to their learning and develop a culture within your faculty which promotes positive, respectful, professional relationships
  • set students up to succeed by being respected, valued, supported and empowered
  • enable students to thrive by growing and flourishing, doing well and prospering.

Evaluation	Funds Expended (Resources)
Matrix still requires updating–scheduled for SDD Term 1 2020. The platypus is the mascot. We will run a school competition to name the mascot. Playground expectations are making a difference in he behaviour and the regular use of the Coffee Camp Stamps has been an effective addition to the program	PL Funds.

Process 2:   Innovative and Collaborative Learning

Project Based Learning, STEM programs and collaborative programs embedded in all classes with a strong focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
Project Based Learning has been incorporated in the Senior class with Term 4 reflecting a strong focus on the Science and Technology Syllabus. The Stage 2 students are gaining momentum with using strategies associated with group work, guided questions and the roles in Project Based Learning.	

Strategic Direction 2

Quality Teaching

Purpose

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

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

Improvement Measures

A significant proportion of students are working at or above expected outcomes in Literacy and Numeracy, together with improved value–added results.

All staff will engage in formal and informal goal setting and teacher supervision practices, leading to them enacting the Professional Teaching Standards. This will be led by the Principal as Instructional Leader.

Progress towards achieving improvement measures

Process 1: Curriculum Delivery

Coffee Camp PS is committed to delivering the curriculum to all students at their stages of learning.

Evaluation	Funds Expended (Resources)
Student goal setting was a success at the start of 2019. A process will need to be developed to ensure these goals are tracked for each student in 2020.	

Process 2: Teacher Quality

Our staff are committed to ensuring the highest quality learning takes place. This will be ensured through Teacher Professional Learning, meeting the Professional Teaching Standards and the Quality Teaching Framework.

Evaluation	Funds Expended (Resources)
Plan for Teacher Professional Learning for 2020 is based around 3 areas. 1. Visible Learning– Focusing on the Premiers Targets of increased results in the top 2 bands in Reading and Numeracy. PL starts Term 1 2020 2. Smiling Minds. PL completed Term 4 2019 3. Positive behaviour for Learning Tier One continued in 2019	

Strategic Direction 3

Educational Leadership in the Community

Purpose

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

Improvement Measures

Coffee Camp PS will be actively involved in all Big Scrub Community of Schools initiatives, leading to enhanced learning and social outcomes for its students, as well as growth in teacher and leader expertise.

Progress towards achieving improvement measures

Process 1:   CoS Collaborative Practice – Students

Students will have regular strategic opportunities to build leadership skills and their ability to interact positively with peers from other students within the Big Scrub Community of Schools.

Evaluation	Funds Expended (Resources)
Students worked collaboratively across the district and wider small school community.	

Process 2:   CoS Collaborative Practice – Staff

Staff will have the opportunity to participate in training to lead professional learning for colleagues by our established CoS groups.

Evaluation	Funds Expended (Resources)
MyLI project was successful in creating opportunities for colleagues across small schools, a larger primary school, a central school and a high school. This has given staff the opportunity to develop leadership skills and enhance their own quality teaching. This has also resulted in the plan for Visible Learning to be completed across a number of the schools involved.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$14 834	A Funding provided additional staff to support school programs and special needs of Aboriginal students.
Low level adjustment for disability	$4790	Students benefitted from the support in individual teacher/student time which enabled them to access the Literacy curriculum more successfully.
Quality Teaching, Successful Students (QTSS)		QTSS was used to supplement staffing by the Department when school numbers dropped.
Socio–economic background	$12285	Students benefitted from the support in individual teacher/student time which enabled them to access the Literacy curriculum more successfully.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	34	32	26	20
Girls	29	28	26	15

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.4	86.2	93.2	88.1
1	87.5	92.9	91.1	89.9
2	93.8	90.8	90.4	87.9
3	91.4	91.4	94	89.5
4	90.3	84.5	83.1	94.4
5	91.3	84.8	88.5	80.5
6	91	81.7	88.8	84.2
All Years	90.9	85.2	89.2	87.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.34
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	96,207
Revenue	644,135
Appropriation	636,833
Sale of Goods and Services	705
Grants and contributions	5,490
Investment income	1,106
Expenses	-679,739
Employee related	-622,999
Operating expenses	-56,740
Surplus / deficit for the year	-35,604

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	58,557
Equity Total	43,935
Equity - Aboriginal	14,834
Equity - Socio-economic	12,285
Equity - Language	0
Equity - Disability	16,816
Base Total	491,222
Base - Per Capita	12,201
Base - Location	6,019
Base - Other	473,002
Other Total	21,415
Grand Total	615,129

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

In general,
parents have a high level of satisfaction with the students' ongoing progress
in academic, sporting and social learning. A survey indicated parents expressed
that Coffee Camp Public School provides a strong sense of community with caring
teachers and staff. Most parents believe Coffee Camp Public School provides a
high standard of education in a safe and caring environment. Parents would like
to see homework with set routines for the whole school.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.