Coraki Public School

2019 Annual Report

1644

Introduction

The Annual Report for 2019 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.

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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 Bunjulung 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 40%, 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

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 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.

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/school–excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Our Learning Culture

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.

Improvement Measures

Within the School Excellence Framework the school will move from *Delivering* to *Sustaining and Growing* in the elements of *Curriculum* and *Effective Classroom Practice. and Sustaining and Growing* to *Excelling* in the element of *Wellbeing*.

Progress towards achieving improvement measures

Process 1:   Flourishing Learners

Students will be active in their learning through positive involvement with their teachers and parents.

Evaluation	Funds Expended (Resources)
The staff embraced the resource of having the Assistant Principal for Positive Behaviour for Learning at the school as Relieving Principal and asked for extended PL for PBL. Most of the staff engaged fully with the PL and embedded it within their practice. The correlation between behaviour and learning was established for the students and the staff began to look at behaviour and why the progress in learning was not happening for some students. This will see a flow on effect in engagement and Negative data.	Professional Learning packages for Positive Behaviour for Learning.

Process 2:   Wellbeing

Our whole school wellbeing processes ensure students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
The school embraced the free and frequent reward system. Lanyards for the staff where made available in the staffroom for easy access and the expectations were established for them to were and use the Cool Coraki's when positive behaviour around the 3 PBL expectations where exhibited. Staff also had a script attached to the lanyards, with regards to the 3 PBL expectations (Safe, Respectful and Responsible). This ensured a consistent message was delivered to all the students when addressing both positive and negative behaviour. Students were encouraged to use the language of filling someone's bucket, being kind and showing empathy to one another. This filling bucket behaviour started a change in behaviour for all the community. Students started using the positive language towards each other and started talking about how other students had filled their bucket. Staff also started using the language and parents reported that they had heard their child using the language and displaying empathetic behaviour at home. This had a direct impact on the wellbeing of all the school community and a very positive impact on the wellbeing of all at the school.	

Strategic Direction 2

Quality 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.

Improvement Measures

Data measurements will show individual student growth along *Learning Progressions* consistent with expectations for grade and ability.

Within the School Excellence Framework the school will continue to Sustain and Grow *Collaborative Practice* and will move *to Excelling* in *Learning and Development.* within the Teaching domain.

Progress towards achieving improvement measures

Process 1:   Effective Classroom Practice

All staff are implementing the most effective teaching strategies that address need and syllabus.

Evaluation	Funds Expended (Resources)
Some staff embraced check in procedures with students at the beginning of the day. Some staff addressed Environmental needs in their classroom and implemented seating plans and furniture redistribution. These strategies proved beneficial, with some students engaging with staff and their learning. The Learning and Support teacher benchmarked the students across the entire school so that baseline data could be established. The need for an Assessment procedure was evident and discussions with the staff were ongoing and will need to be addressed in 2020. The IL role will be looked at and a role statement will be developed to ensure the continuity of the support given across the school. Processes need to be looked at with regards to the progressions and how staff are using these. The Assessment scope and sequence will indicate the when and how of the process. This needs to be clear, concise and easy to follow. The need for evidence is paramount and systems need to be established to ensure staff are collecting evidence to back up their decisions and report writing. Than NAPLAN data was not analysed by the staff when it came out and processes to ensure this happens needs to be included in the 2020 assessment scope and sequence.	AP APLAS

Process 2:   Teachers as Learners

Staff enhance their teaching practice to reflect the Professional Standards.

Evaluation	Funds Expended (Resources)
It was apparent that some Professional Learning around the Professional Teaching Standards needs to be offered to staff in 2020. Staff need to also familiarise themselves with the School Excellence Framework and align their	

Progress towards achieving improvement measures

PDP with this as well as the School Plan. Oral Language is a prominent feature through out the school plan and this was not evident in class programs. This will need to be addressed in 2020 with a consistent approach to how this is embedded in the day to day teaching and learning activities.

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Strategic Direction 3

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.

Improvement Measures

The school will achieve a level of *Sustaining and Growing* for *Management Practices* of *Community Satisfaction.*

Progress towards achieving improvement measures

Process 1:   Community Engagement

> Our school supports a climate of high expectations and community engagement to recognise culture and support the growth of our students.

Evaluation	Funds Expended (Resources)
Most parents commented that they were happy with the direction the school was taking. A more structured approach towards parental involvement in the school will be undertaken in 2020. A Community Liaison will be employed to work on further developing the links with the community. Students commented on feeling connected to the staff, but did not always feel safe. Positive Behaviour for Learning processes will be communicated to parents and this will be the basis for establishing consistent relationships through being safe, respectful and responsible.	

Process 2:   Proactive relationships

> Partnerships that are planning clear and common aims and directions for learning.

Evaluation	Funds Expended (Resources)
It became apparent that communication between staff and families was not consistent. In 2020 the personalised learning plans will be completed for ALL students. This will be conducted with the parent and will form the basis of the community engagement, ensuring all staff know all their students and families. Communication protocols will be established in 2020 regarding lack of attendance, PLPs and behaviour. Staff will have a clear understanding of what their roles and responsibilities are with regards to contacting parent,s and PLPs will be evident in programs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	Equivalent of 3.8 of SLSO time – Equity Equivalent of .4 SLSO time Integration Mid **Funding Sources:** • Socio–economic background ($218 786.00)	Evident that SLSO's need roles and responsibility statements. These will be established in 2020. A separate communication meeting will be held for all the SAS staff to allow clear and equitable communication to take place. A roster for responsibilities will be established in 2020 so all SAS staff know their roles within each day. PDP meetings will be conducted in 2020 Term 1 and support for all SAS staff to achieve their goals will be established.
Aboriginal background loading	Equivalent of 1.5 AEO andSLSO from AboriginalFunding. **Funding Sources:** • Aboriginal background loading ($74 375.00)	Evident that AEO and SLOS's need roles and responsibility statements. These will be established in 2020. A separate communication meeting will be held for all the AEO and SLSO staff to allow clear and equitable communication to take place. A roster for responsibilities will be established in 2020 so all AEO and SLSO staff know their roles within each day. PDP meetings will be conducted in 2020 Term 1 and support for all AEO and SLSO staff to achieve their goals will be established. A mentoring process will be established were the AEO is acquainted with the Roles and Responsibilities of an AEO. Connections with Ballina PS will be established in early Term 1 2020.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($79 505.00)	The level for low level adjustment ability loading was expended on key staffing initiatives, particularly supplementing the L&ST program and additional SLSO time. This included a SLSO 2 days a week in Transition. This enabled particular students to access the curriculum more fully.
Early Action for Success	$100,000 **Funding Sources:** • ($0.00)	A role statement will be developed in early Term 1 2020 for the IL and this will include establishing an action plan, workflow and timelines. Professional Dialogue will be accessed through a IL Mentor.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	46	44	31	18
Girls	48	44	39	25

Student attendance profile

School				
Year	2016	2017	2018	2019
K	85.5	83.3	80.1	81.6
1	88.6	87.7	84.7	86.5
2	82.3	83.1	88.1	89.1
3	83.2	81.7	82.9	92.4
4	86.1	83.4	76.7	80.5
5	93.9	82.9	80	82.8
6	93.5	86.7	83.5	88.1
All Years	87.1	84.3	82.6	86.6
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)	3.93
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.17
School Administration and Support Staff	2.61

*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	239,255
Revenue	1,520,708
Appropriation	1,484,314
Sale of Goods and Services	2,877
Grants and contributions	31,693
Investment income	1,825
Expenses	-1,510,804
Employee related	-1,399,484
Operating expenses	-111,320
Surplus / deficit for the year	9,904

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	26,410
Equity Total	372,666
Equity - Aboriginal	74,375
Equity - Socio-economic	218,786
Equity - Language	0
Equity - Disability	79,505
Base Total	759,118
Base - Per Capita	16,425
Base - Location	6,508
Base - Other	736,185
Other Total	274,410
Grand Total	1,432,605

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

A small percentage of parents attended planning meetings towards the end of the year and showed interest and positive attitudes towards the focus on literacy and numeracy as well as the further development of positive Behaviour for Learning systems within the school. There was a positive agreement with the alignment of the school day with the department of education guidelines to hours spent in school. Parents had expressed the need for consistent systems around addressing negative behaviour and were interested in the development of the PBL Framework with in the school.

The students were genuinely positive about being at school, however a % of them commented that they did not feel safe at school.

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.