

# Coramba Public School

## 2019 Annual Report



1647

## Introduction

The Annual Report for 2019 is provided to the community of Coramba 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

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 2019 includes the following information. The school FOEI is 114 for 2019. 25% of students identify as Aboriginal.

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

## 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.

### Improvement Measures

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.

Annual reflection using the Wellbeing Self –Assessment Tool indicates that improvements from 0–2 in targeted domains.

Student survey data regarding engagement in class show improvements to 4.5 on a 5 point scale.

### Progress towards achieving improvement measures

#### Process 1: Best practice: high expectations, assessment and feedback

Implement a whole school approach to learning which is committed to the pursuit of excellence, where differentiated learning, feedback and assessment are used expertly to support improvements in student learning.

Evaluation	Funds Expended (Resources)
Writing conference in place, Bump it Up book (K–2) in literacy and numeracy which articulates clear goals for students; LLI implemented with consistent and continual feedback to students. Needs to be formalised across K–6 in 2020 and systematically implemented.	Teacher RFF <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$1000.00)</li></ul>

#### Process 2: Respectful, Resilient Achievers

The school investigates evidence based approaches to student behaviour and wellbeing, consistently applied by all staff and using data to guide future action.

Evaluation	Funds Expended (Resources)
Displayed and articulated expected behaviours; still implementing systems at "Universal Level". All teachers understand and implement Positive Behaviour For Learning expectations and values.	PBL Head Teacher, release to meet with staff <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio–economic background (\$1000.00)</li></ul>

## 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.

### Improvement Measures

100% of Year 5 students will achieve greater than, or expected growth, in reading, writing and numeracy.

Quality Teaching Rounds coding data from across the EAfS alliance indicates significantly improved teacher practice.

100% of students in K–6 Reading and comprehension levels match on the Literacy Progressions.

The school is deemed to be excelling in data skills and use against the School Excellence Framework.

### Progress towards achieving improvement measures

#### Process 1: Improving student outcomes in Literacy and Numeracy

Use research and data to develop and implement high quality professional learning in literacy and numeracy, where all teachers are mentored in best practice approaches.

Evaluation	Funds Expended (Resources)
<p>Literacy – K–2 teacher has completed L3 training with 70% of Stage 1 students achieving grade expectations or above in reading. The K–2 teacher is confidently and competently including the explicit teaching of vocabulary as part of focus text study. Students are beginning to use more sophisticated tier 2 words in their writing. K–2 teacher regularly plans and incorporates mentor sentences from quality texts as part of teaching students to write like an author. The mentor sentences teaching strategy will be continued to be a part of their teaching programs in 2020.</p> <p>Teachers liked the collegial processes in learning sprints and want to continue using them in 2020 with a goal of completing 2 teaching sprints a term.</p> <p>Numeracy – K–2 teacher is programming daily number talks as part of the maths lessons. Assessment data is showing that students are starting to use flexible mental strategies to solve a variety of problems.</p>	<p>Teacher RFF</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4000.00)</li></ul>

#### Process 2: High Impact Collaborative Practice

Develop collaborative practice in partnership with other schools in the EAfS alliance to visibly improve teacher practice and enhance student learning.

Evaluation	Funds Expended (Resources)
<p>Teachers have developed and strengthened Professional Learning Communities beyond the school. They have engaged in regular and systematic classroom observations using evidence-based research. Teachers developed greater confidence in being observed and have adapted more effective teaching practices as a result.</p>	<p>Teacher RFF to attend PL and engage in classroom observations.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$6000.00)</li><li>• Support for beginning teachers (\$2000.00)</li></ul>

## 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.

### Improvement Measures

Improvement in student self–efficacy and teacher authority are evident through digital portfolios and elicited parent feedback.

Regular and authentic opportunities for community input facilitate improvement in parent satisfaction using pre and post data.

All students actively engage in purposeful leadership opportunities across the school and indicate leadership growth through a variety of measures.

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.

### Progress towards achieving improvement measures

#### Process 1: Distributed Educational Leadership

Develop and maintain a school wide focus on distributed instructional leadership, where leadership is seen as everybody's responsibility, and every decision is made with students in mind.

Evaluation	Funds Expended (Resources)
New format implemented. Positive feedback from parents. New system complies with DOE assessment and reporting policies and procedures.	

#### Process 2: Responsive Leadership – Students and Community

Build and maintain quality processes for student and community input into school decision making, where the school actively seeks and responds to feedback from all stakeholders.

Evaluation	Funds Expended (Resources)
SRC needs to be strengthened to maximise commitment and effectiveness. All students K–6 accessing a range of leadership opportunities.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Tutor	Students completed 2 terms of Gumbayngirr Language and have some basic knowledge of the language. Students' appreciation of Aboriginal culture strengthened.
<b>Low level adjustment for disability</b>	Teacher and SLSO  <b>Funding Sources:</b> • Low level adjustment for disability (\$30 000.00)	The Year 6 Transition Class successfully catered for the individual needs of students, providing targeted, individualised instruction.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher RFF  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$6 883.00)	Teachers are regularly giving and receiving feedback on their teaching practice. Teachers are upskilled in providing feedback.
<b>Socio-economic background</b>	Additional staff and SLSO  <b>Funding Sources:</b> • Socio-economic background (\$23 199.00)	Students needs a re catered for in small group, flexible settings across two multi stage classes. Additional staffing and LAST support facilitates the provision of differentiation of curriculum delivery.
<b>Support for beginning teachers</b>	Teacher RFF, external course fees  <b>Funding Sources:</b> • Support for beginning teachers (\$13 000.00)	Beginning teachers have completed extensive professional learning in literacy, numeracy, PBL and behaviour management. Teachers are implementing effective practice across all subject areas. Teachers have evidence of their learning through their PL logs which will assist in their accreditation. Teachers receive an annual evaluation of their PDP's.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	18	22	27
Girls	21	18	15	17

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	91.4	94.6	88.4
1	97.8	96.8	92.3	94.5
2	92.9		97.2	90.8
3	93.2	86.6	99.3	94
4	96.3	91.1	88.4	94
5	92.5	93	90.5	91
6	95.5	97.3	95.4	89.1
All Years	94.4	92.5	93.7	92.2
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		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)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	80,815
<b>Revenue</b>	719,710
Appropriation	698,738
Grants and contributions	20,324
Investment income	647
<b>Expenses</b>	-725,901
Employee related	-640,694
Operating expenses	-85,207
<b>Surplus / deficit for the year</b>	-6,191

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	33,904
<b>Equity Total</b>	63,330
Equity - Aboriginal	10,911
Equity - Socio-economic	21,886
Equity - Language	400
Equity - Disability	30,133
<b>Base Total</b>	476,032
Base - Per Capita	8,682
Base - Location	1,422
Base - Other	465,929
<b>Other Total</b>	91,859
<b>Grand Total</b>	665,125

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](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey results indicates a high level of student satisfaction with the school. Teacher surveys indicate the same, with it being regarded as an inclusive, supportive and welcoming workplace.

# 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.