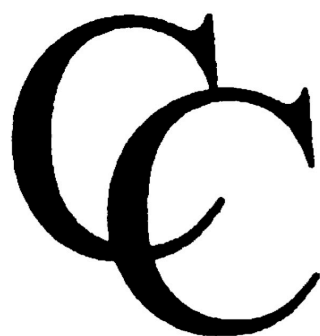


2020 Annual Report

Coffee Camp Public School



1583

Introduction

The Annual Report for 2020 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 vision

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. 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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 connect, 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)
All students can articulate the PBL program, however, modifications have been made to the three values with Kind, Safe and Respectful now being the school focus.	

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)
This element still requires updating. Project Based Learning due to Covid-19 restrictions and children working from home became a nonviable option. Future learning and development in Learning Intentions and Success Criteria may help to boost engagement in Project based Learning in the future.	

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 strategies.

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)
Due to Covid-19 obtaining external data to evaluate student performance in Literacy and Numeracy has been difficult to evaluate. As a result we rely on internal data when considering student performance. Internal data suggests that a significant number of our students are on track to achieve at or above expected outcomes in Literacy and Numeracy.	

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)
All staff are engaged in formal and informal goal setting through the Performance and Development Process. Teachers are all working at the Proficient standard and reference AITSL Teaching Standards as benchmarks for their teaching goals.	

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)
Involvement in Big Scrub activities was postponed during 2020 due to the Covid-19 pandemic. Initiatives in this area will be reintroduced during 2021 if restrictions are eased.	

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.ko

Evaluation	Funds Expended (Resources)
Involvement in Big Scrub activities was postponed during 2020 due to the Covid-19 pandemic. Initiatives in this area will be reintroduced during 2021 if restrictions are eased.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 819	Funding provided additional staff to support school programs and special needs of Aboriginal students.
Low level adjustment for disability	\$16 573	Students benefitted from the support in individual teacher/ student time which enabled them to access the curriculum more successfully.
Socio-economic background	\$13 947	Students benefitted from the support in individual teacher /student time which enabled them to access the curriculum more successfully.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	32	26	20	17
Girls	28	26	15	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	86.2	93.2	88.1	
1	92.9	91.1	89.9	85.2
2	90.8	90.4	87.9	93.6
3	91.4	94	89.5	86.3
4	84.5	83.1	94.4	90
5	84.8	88.5	80.5	90.4
6	81.7	88.8	84.2	87.9
All Years	85.2	89.2	87.1	87.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.31
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	60,603
Revenue	636,782
Appropriation	628,948
Sale of Goods and Services	892
Grants and contributions	6,720
Investment income	221
Expenses	-622,909
Employee related	-576,433
Operating expenses	-46,476
Surplus / deficit for the year	13,872
Closing Balance	74,475

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.

	2020 Approved SBA (\$)
Targeted Total	42,076
Equity Total	44,340
Equity - Aboriginal	13,819
Equity - Socio-economic	13,947
Equity - Language	0
Equity - Disability	16,573
Base Total	500,328
Base - Per Capita	8,418
Base - Location	5,417
Base - Other	486,494
Other Total	18,400
Grand Total	605,143

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents have expressed that Coffee Camp Public School provides a strong sense of community with caring teachers and staff. Coffee Camp Public School provides a high standard of education in a safe and caring environment. Coffee Camp provides a high level of satisfaction with parents for our students' ongoing progress in academic, sporting and social learning.

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.