

2020 Annual Report

Coramba Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 2020 includes the following information. The school FOEI is 94 for 2020. 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 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 | Sustaining and Growing |
| TEACHING: Effective classroom practice | Excelling |
| 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 |

The school self- assessment indicates excelling in five areas. The areas of assessment, data skills and use and student performance measures were identified in the Situational Analysis and are part of the strategic directions for the 2021-2024 School Plan.

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 improvements from 0-2 in targeted domains.

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

Overall summary of progress

A whole school approach is evident in curriculum differentiation, systems for feedback and assessment. A culture of high expectations has been fostered and consolidated. The school values of Respectful, Resilient Achievers is widely evident in the school culture.

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) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and students results. Systems are in place and they been adhered to. Teachers are engaged in regular professional dialogue that is centred on student learning outcomes and quality teaching methods. Student results are showing improvements.</p> <p>Staff have participated in Coaching Modules conducted by Sarah Kennington to improve collaborative practice, feedback and communication. Professional learning has been focused on student learning and evidenced based research. Observations of teaching have been conducted by the principal and feedback was given in a timely manner.</p> <p>Observation schedules show detailed notes and evidence of specific feedback. Quality Teaching Rounds coding sheets and notes show evidence of professional discussions.</p> | <p>PL days for lesson observations</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Literacy and numeracy (\$4148.00) |

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) |
|-------------------------------------------------------------------------------------|--------------------------------|
| <p>The school's attendance approaches to improving the attendance rates for all</p> | <p>Funding Sources:</p> |

Progress towards achieving improvement measures

student is evident. Personalised attendance improvement plans working for students at risk have been developed. The school is tracking towards achievement of 2022 attendance targets and improvement measures. Staff, students, parents and community are aware of available support to improve attendance. Students have shown greater improvement in behaviour expectations with a decline in data/behaviour entries into the database, EBS. The explicit weekly teaching of PBL lessons school-wide has allowed for a greater impact on student behaviour outcomes and embedded the values of Respectful, Resilient Achievers into all aspects of school culture, practices and processes.

- Socio-economic background (\$2000.00)

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.

Overall summary of progress

NAPLAN and internal school data indicates growth in reading, writing and numeracy is trending upward. Quality Teaching Rounds were only partially implemented due to COVID. Teachers continue to develop and consolidate their skills in data skills and use.

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) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Teachers have engaged in ongoing professional learning based on current, evidence based research in literacy and numeracy teaching. Learning goals and learning intentions and success criteria are used regularly in literacy and numeracy lessons. Systems are in place to provide feedback to students. Students can articulate their learning goals. The school has a K-6 approach to teaching literacy and numeracy. Systematic collection and analysis of data drives teaching and learning programs. A range of school based and external data is used to monitor student learning and allow for differentiation in teacher programs. Teacher programs indicate quality pedagogy. | Funding Sources: <ul style="list-style-type: none">Professional learning (\$5285.00) |

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) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| PLAN data, work samples, observations, pre and post tests, consistent teacher judgement processes, feedback systems and learning goals are evident and reflect balanced mix of assessment of, for and as approaches. These inform teaching programs and all teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. | Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$5000.00) |

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.

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

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

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.

Overall summary of progress

Seesaw is used widely by all teachers and students as a digital portfolio and means of communication and engagement with parents. Students K-6 are actively involved in leadership across the school through the Student Leadership Council, School Captain positions and ongoing leadership roles in the day to day running of the school.

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) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| The leadership team has maintained a focus on distributed instructional leadership which has resulted in a sustained culture of effective, evidence based teaching and on-going improvement. As a result, every student has made measurable learning progress and gaps in student achievement has decreased. | |

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) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| The school maintained strong community engagement in spite of restrictions due to COVID-19 in 2020. Teachers actively maintained strong partnerships with parents during the period of home learning and after students returned through online forums such as Teams, phone calls and use of Seesaw. The community was consulted with widely throughout the Situational Analysis for the 2021-2024 School Plan. The Community Focus Group had significant input in the development of the School Vision for this plan. | Funding Sources: • Socio-economic background (\$5000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | Additional teacher Funding Sources: • Aboriginal background loading (\$6 425.00) | Students receiving small group instruction were in literacy finished the year close to/at expected grade level. |
| Low level adjustment for disability | Teacher and SLSO Funding Sources: • Low level adjustment for disability (\$18 833.00) | All students had clearly articulated Learning Goals. teachers effectively differentiated their literacy and numeracy programs to better meet the needs of students. |
| Quality Teaching, Successful Students (QTSS) | Teacher release Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$1 438.00) | Teachers engaged in high quality professional learning in additive strategies and spelling. Teacher programs reflect improved capacity to implement quality teaching practices based on what works best. |
| Socio-economic background | Additional teacher Funding Sources: • Socio-economic background (\$7 345.00) | All students improved in reading levels and reached near or expected level by the end of the year. |
| Support for beginning teachers | Additional release Funding Sources: • Support for beginning teachers (\$7 174.00) | Beginning teachers have support through working collaboratively with mentor teachers resulting in greater capacity to deliver quality teaching programs. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 18 | 22 | 27 | 24 |
| Girls | 18 | 15 | 17 | 17 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 91.4 | 94.6 | 88.4 | 92.4 |
| 1 | 96.8 | 92.3 | 94.5 | 93.1 |
| 2 | | 97.2 | 90.8 | 95.7 |
| 3 | 86.6 | 99.3 | 94 | 93.7 |
| 4 | 91.1 | 88.4 | 94 | 94.7 |
| 5 | 93 | 90.5 | 91 | 93.8 |
| 6 | 97.3 | 95.4 | 89.1 | 86.5 |
| All Years | 92.5 | 93.7 | 92.2 | 93.6 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | | 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 | 92 |

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) | 1.32 |
| 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, 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 | 74,625 |
| Revenue | 738,719 |
| Appropriation | 710,467 |
| Sale of Goods and Services | 30 |
| Grants and contributions | 28,003 |
| Investment income | 219 |
| Expenses | -760,385 |
| Employee related | -652,795 |
| Operating expenses | -107,590 |
| Surplus / deficit for the year | -21,665 |
| Closing Balance | 52,959 |

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 | 13,081 |
| Equity Total | 73,722 |
| Equity - Aboriginal | 14,351 |
| Equity - Socio-economic | 28,138 |
| Equity - Language | 400 |
| Equity - Disability | 30,833 |
| Base Total | 496,268 |
| Base - Per Capita | 10,582 |
| Base - Location | 1,372 |
| Base - Other | 484,314 |
| Other Total | 94,565 |
| Grand Total | 677,636 |

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

Parent surveys, Tell Them From Me data and community focus groups indicate a high level of satisfaction with the school. Tell Them From Me data indicates students feel a strong sense of advocacy and belonging. Teachers report high levels of commitment and positive attitudes towards the 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.