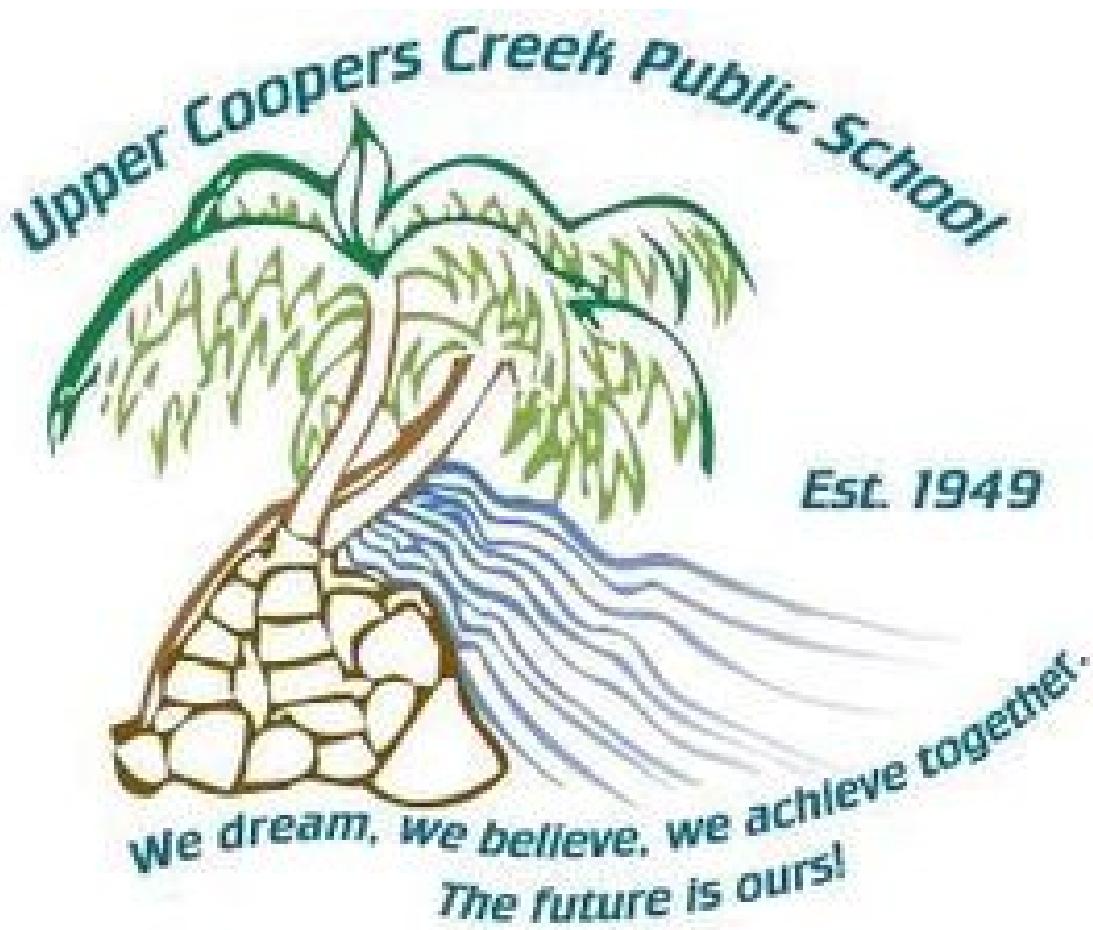


2020 Annual Report

Upper Coopers Creek Public School



3760

Introduction

The Annual Report for 2020 is provided to the community of Upper Coopers Creek 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

Upper Coopers Creek Public School
Upper Coopers Creek Rd
Upper Coopers Creek, 2480
www.cooperscrk-p.schools.nsw.edu.au
cooperscrk-p.school@det.nsw.edu.au
6688 2128

School vision

Every student will reach their full potential, excelling in creativity, initiative, excellence and independence of thought.

School context

Upper Coopers Creek Public School is a small, rural school that thrives in the heart of Upper Coopers Creek Valley. Students prosper in a safe, nurturing environment that develops respect, understanding and responsibility in a K-6 classroom. Upper Coopers Creek Public School is well resourced with 21st Century technology. The school has an Indonesian language program as well as a strong Creative and Performing Arts program that complements our academic focus. Upper Coopers Creek Public School is a proud member of the First North Learning Community of Schools. Within this community, students engage in a range of stimulating programs in a larger supportive environment and teachers have access to high quality training and Professional Development.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

To improve student learning outcomes by supporting students to engage with their own growth and become successful learners with the ability to work independently and collaboratively in a dynamic learning environment.

Improvement Measures

Year 5 show above expected growth on NAPLAN data.

Increased (80%) of students in top two bands of NAPLAN.

Individual student results consistently meet or exceed expected growth on internal and external measures: Maths Pathways, Words Their Way, PM Benchmark, SENA, Progressions.

Student reflection and feedback.

Progress towards achieving improvement measures

Process 1: Learning is visible and is articulated by students.

Students work with teachers to engage in guided analysis of personal learning data, identify learning goals and track and reflect upon their learning growth.

Evaluation	Funds Expended (Resources)
Staff and students are using the language of Visible Learning. All students have Individual Education Plans and are aware of their learning goals and how to achieve these, however covid and the resulting home learning made this a very disrupted year and this has impacted on student growth. It also had an impact on professional development as face to face PD was cancelled and our lack of reliable internet made zoom PD difficult. Professional Development was strongly focused on What Works Best and the Wellbeing Framework. NAPLAN was not conducted in 2020 however students demonstrated expected growth in literacy and numeracy through other external data sources such as the check-in assessments and internal student data sources including SENA and Words Their Way.	

Process 2: Develop the capacity for all stakeholders to read and understand learning information and to set and monitor goals.

Evaluation	Funds Expended (Resources)
All students have Individual Education Plans and work closely with teachers to monitor their learning goals. Most parents are aware of their children's goals however analysis of data from parent surveys shows that this is an area that requires further focus.	

Strategic Direction 2

TEACHING

Purpose

To ensure a coherent and sequenced plan for curriculum delivery that displays consistent teaching and learning expectations and a clear reference for monitoring learning data assessment.

Improvement Measures

Classroom observation against agreed upon criteria show all teaching staff regularly using success criteria, learning intentions and student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

All teacher PDP's reflect school planning document and Schools Excellence Framework.

100% of teaching staff lead at least one in-school professional learning per semester.

Progress towards achieving improvement measures

Process 1: The leadership team collaboratively reviews teaching practice.

Evaluation	Funds Expended (Resources)
Staff developed, achieved and reflected upon PDP goals related to the school plan. School leadership team effectively monitored this process through observations, discussions and support. The impact of the teaching and learning cycle was consistently evaluated and the PDP's of teaching staff reflected the school plan and teaching standards.	Principal Relief funding used to provide opportunities for goal setting and reflection meetings.

Process 2: Collaborate with Community of Schools and PSL to develop and share explicit processes to collect, analyse and report internal and external student and school performance data.

Evaluation	Funds Expended (Resources)
All teaching staff participated in professional development regarding PLAN2 and the use of targeted Areas of Focus for individual students. However covid restrictions made it difficult for our community of schools to come together this year. While some meetings and PD were offered online via zoom, our lack of reliable internet at school meant we were unable to actively participate in these.	

Process 3: Commitment by all teachers to build their capacity to deliver innovative and quality teaching through ongoing, targeted professional learning.

Evaluation	Funds Expended (Resources)
All staff were actively involved in the creation of and reflection on their individual performance and development plan, based on the school plan, self assessment framework and teaching standards. All staff worked collaboratively to build upon their knowledge of Visible Learning strategies. Covid restrictions had an impact on professional development as face to face PD was cancelled and our lack of reliable internet made zoom PD difficult. Professional Development was strongly focused on What Works Best and the Wellbeing Framework.	Principal Relief funding used to provide opportunities for goal setting and reflection meetings.

Strategic Direction 3

WELLBEING

Purpose

To develop successful, confident and independent learners and positive and respectful individuals. To encourage partnerships and enhance community and global connections through a culture of collaboration, communication and engagement.

Improvement Measures

Increased positive behaviour as recorded in individual student records with all students being recognised with positive behaviour awards.

Increase in participation and engagement from and with communities.

Meaningful learning partnerships established at the local, national and global level.

Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

Progress towards achieving improvement measures

Process 1: Develop a comprehensive and integrated strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning.

Evaluation	Funds Expended (Resources)
Bush School was introduced across the school allowing children the opportunity to learn in and through nature. Tier 1 training in PBL was completed in Semester 2. PBL rules and expectations have been reviewed across the school. These will be further enhanced in 2021 and will be implemented in a structured and explicit manner. Smiling minds training was completed in Term 4 and will be introduced across the school in 2021.	

Process 2: Develop a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Evaluation	Funds Expended (Resources)
The school focus in 2020 was on strengthening PBL and WWB strategies. Most students can explain what expected behaviour looks and sounds like in different parts of the school. Most students are can explain their individual learning and behaviour goals and what they need to do to achieve these. All staff and teachers have high expectations of students and are using the language of PBL. Staff have begun training on mindfulness strategies to be introduced in 2021.	

Process 3: Create and strengthen connections and develop active partnerships with schools and groups in the local and wider community.

Evaluation	Funds Expended (Resources)
Due to covid restrictions, it was very difficult for students and staff to further develop or strengthen our wider connections with local schools and communities. The whole school participated in online activities such as the nationwide Cross Country Challenge, however it was a year where community connections were somewhat limited.	

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>\$483</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$483.00) 	All students with English as an additional language showed above expected growth in spelling, reading and writing. The employment of a second classroom teacher 4 days per week allowed for small focused learning groups and support for targeted students.
Low level adjustment for disability	<p>Low level adjustment for disability - staffing (\$10 938) and flexible (\$2325)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$13.00) 	The employment of a second classroom teacher 4 days per week allowed for small focused learning groups and support for targeted students. An SLSO was also employed one day per week to help with additional small group targeted learning.
Socio-economic background	<p>Socio-economic background - \$2 820</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2 820.00) 	The employment of a second classroom teacher 4 days per week allowed for small focused learning groups and support for targeted students. A number of students with no or very poor access to technology, struggled during lock down and school closures, however this was actively addressed through individualised home learning packs.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	7	10	9
Girls	3	3	1	4

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.6	47.3	85.5	86
1		89.5	100	92.2
2	97.8	0	97.9	97.9
3	94	97.9		96.8
4	97.8	88.9	98.4	
5	96.3	91.6	94.8	94.4
6	87.9	88.9	96.9	93.6
All Years	94.2	77.7	93.9	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1		93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6		92.1
4	93.9	93.4	92.9	
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)	0.14
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	94,306
Revenue	387,053
Appropriation	378,607
Grants and contributions	5,309
Investment income	92
Other revenue	3,045
Expenses	-397,450
Employee related	-354,536
Operating expenses	-42,913
Surplus / deficit for the year	-10,397
Closing Balance	83,909

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	0
Equity Total	16,567
Equity - Aboriginal	0
Equity - Socio-economic	2,820
Equity - Language	483
Equity - Disability	13,264
Base Total	301,240
Base - Per Capita	2,646
Base - Location	3,022
Base - Other	295,573
Other Total	31,964
Grand Total	349,771

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

Students, parents and teachers complete school wellbeing surveys each semester.

Parent surveys in 2020 indicated a very high level of satisfaction with the school's focus on student wellbeing and engagement. However parent surveys also showed that parents would like to know more about their children's learning.

Data from these surveys demonstrate that 100% of students strongly agree that adults at school care about them, 90% feel that adults at school listen to them and believe that they will be a success. There is very little historical Tell Them From Me (TTFM) data, as with such a small cohort TTFM has not been viewed as a useful tool for measuring student engagement and wellbeing. However limited data from Stage 3 students demonstrated that 83% of students felt that there were high expectations for student success, a positive sense of advocacy and a strong sense of belonging.

Teacher surveys in 2020 indicated a very high level of satisfaction with the school's current focus on Visible Learning and wellbeing. Staff also indicated that they strongly agreed that the school was a collaborative and respectful work place.

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.