

2022 Annual Report

Coramba Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

Coramba Public School

6 Short St

Coramba, 2450

<https://coramba-p.schools.nsw.gov.au>

coramba-p.school@det.nsw.edu.au

6654 4227

School vision

In partnership with the school community, a culture of high expectations leads to academic excellence, student engagement, attendance and wellbeing. Every student learns to connect and thrive. Parents and the wider community are provided with multiple forms of communication and feedback about their child's learning on a regular basis. All staff model and explicitly teach behaviour expectations and actively support students' capacity for self-regulation and resilience.

All teachers work collaboratively to provide quality evidence-based learning opportunities to improve literacy outcomes in reading, writing and spelling, all aspects of numeracy and in every Key Learning Area. There is a whole school, consistent approach to assessment. This is used flexibly and responsively as an integral part of daily instruction. Regular, effective feedback and use of student data informs teaching and learning and promotes differentiation. Continuous and inclusive improvement is led by ongoing, high impact professional learning. Authentic community engagement maximises the learning for all students.

School context

The school is located in a regional north coast area and has a FOEI of 94. The school has 42 students in three classes. The K-2 class comprises of 16 students, the Year 3 class 12 students and the Year 4-6 has 14 students. The distribution of students across grades is relatively even. 23% of students are Aboriginal and there are no EALD students. There is a blend of highly experienced teachers and early career teachers. School enrolment has slowly increased over the past three years.

There is a strong focus on Gumbaynggir culture as part of the physical surroundings. The school grounds are unique and the physical space is highly appealing and welcoming. The school uses resources effectively and learning spaces are maximised. The school employs specialist coaches/tutors in sport and dance.

Parents are supportive and value the school's strong focus on literacy, numeracy and student wellbeing.

Attendance rates of students attending over 90% of the time are above state average at 70%. Attendance rates need to improve. NAPLAN results are below the state average and there has been a downward trend in writing, reading, spelling and numeracy. Historically, the school has been over-represented in the bottom two bands in reading, grammar, punctuation, writing, spelling and numeracy. Of particular concern is spelling.

Reading comprehension, aspects of writing and numeracy are areas for development. The school has developed school wide practices for assessment and reporting and the use of data to inform teaching and learning programs. Teachers will enhance parent engagement and participation in school practices and decision making.

The majority of student's transition from Year 6 to Orara High School. There are strong transition processes in place.

The staff comprises of a teaching principal and three classroom teachers. There has been stability in the school leadership for the past seven years. There has been a history of high teaching staff turnover due to promotion and maternity leave. In recent years the teaching staff have been stable.

The Assistant Principal, Curriculum and Instruction has effectively built on the work of the Instructional Leader and has effectively mentored

teachers in quality literacy and numeracy instruction.

The school consulted with students, staff, parents/carers and the broader community through surveys, focus groups and formal meetings to seek input and develop the plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading, writing, spelling and numeracy and to build strong foundations for success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school reading, writing and spelling
- Whole school numeracy

Resources allocated to this strategic direction

Professional learning: \$2,200.00

Socio-economic background: \$1,650.00

QTSS release: \$1,000.00

Summary of progress

A number of initiatives in literacy were implemented in 2022, including the creation of a baseline reading data wall, reading rubrics K-6, analysis of check in data and professional learning in the new syllabus. In addition, resources were purchased to support the implementation of the new K-2 syllabi in English and mathematics. In numeracy, the focus was on consolidating the use of Essential Assessment to drive data informed teaching, differentiated maths instruction, creating Bump It Up Walls and implementing working mathematically more explicitly through the teaching sprint model. In 2023 we will continue to upskill ourselves in effective teaching of reading comprehension and how to more effectively use data. to target teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
60% or more of students will achieve in the top 2 NAPLAN reading bands.	40% of both students in years 3 and 5 achieved in the top 2 NAPLAN reading bands.
60% or more of students will achieve in the top 2 NAPLAN numeracy bands.	60% of students in year 5 achieved in the top 2 bands. No students in Year 3 achieved in the top two bands in numeracy.
60% or more of students will demonstrate state average growth in year 5 NAPLAN reading	There is no growth data available as NAPLAN did not run in 2020.
60% or more of students will demonstrate state average growth in year 5 NAPLAN numeracy.	There is no growth data available as NAPLAN did not run in 2020.

Strategic Direction 2: Feedback and reporting on student learning

Purpose

Students and parents require reporting that is clear, timely, accurate and supports their progress and achievement across all Key Learning Areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reporting
- Regular and effective feedback

Resources allocated to this strategic direction

Socio-economic background: \$825.00

Professional learning: \$3,850.00

Summary of progress

A number of activities were implemented including comprehensive reporting to parents involving an updated semester report, reading rubrics introduced into both classrooms, professional learning in formative assessment and feedback with academic Cam Brooks. and parents surveyed on their preferred methods of reporting.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Satisfaction with reporting 80% of parents report satisfaction in the annual community satisfaction survey on reporting processes that take multiple forms, are clear and personalised.	Parents surveyed through both TTFM and school-based surveys indicate that 80% of parents are satisfied with our reporting systems.

Strategic Direction 3: Wellbeing and partnerships

Purpose

Student attendance, engagement and wellbeing will be maximised through strong partnerships with parents/carers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement and attendance
- Community engagement

Resources allocated to this strategic direction

Aboriginal background: \$1,500.00

Professional learning: \$2,400.00

Summary of progress

A number of activities were introduced in this strategic direction. Staff participated in the Berry Street Education Model PL and practices and routines were implemented into programs and the day to day running of the school. A number of attendance initiatives were implemented, including a student led tiered attendance rewards system, implementation of attendance data wall and attendance plans for students in Tier 1 or above. There were numerous community events throughout the year which were very well attended and supported.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% or more of students will attend school 90% or above.	76.3% of students attended school 90% of the time with the attendance rate being 93%.
90% or more students will report a strong sense of belonging on the TTFM survey annually.	The school mean for sense of belonging was 71%, compared with the NSW Government norm of 81%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$11,166.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coramba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: students have targeted interventions and teachers are supported to provide accomodations and adjustments.</p> <p>After evaluation, the next steps to support our students will be: to continue to refine the model to maximise use of funds to improve student learning outcomes.</p>
<p>Socio-economic background</p> <p>\$19,411.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coramba Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school reading, writing and spelling • Reporting • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • resourcing to increase equitability of resources and services • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of teachers to deliver high quality, differentiated teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: continue to build literacy resources that represent a variety of text forms.</p>
<p>Aboriginal background</p> <p>\$8,992.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coramba Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student engagement and attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$8,992.00</p>	<ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Professional learning for staff in 8 ways Pedagogy • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: increased engagement of parents/carers of Aboriginal students and full implementation of Personalised learning pathways.</p> <p>After evaluation, the next steps to support our students will be: review PLP's to reflect ongoing achievement and revision of goals.</p>
<p>Low level adjustment for disability</p> <p>\$30,855.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coramba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: effective differentiation of curriculum to meet the variety of learner needs.</p> <p>After evaluation, the next steps to support our students will be: continue to refine curriculum differentiation to maximise student learning.</p>
<p>Location</p> <p>\$1,286.00</p>	<p>The location funding allocation is provided to Coramba Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: that there is equity of access to excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: continue to identify needs amongst the student population.</p>
<p>Professional learning</p> <p>\$8,450.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coramba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school reading, writing and spelling • Regular and effective feedback • Student engagement and attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implement reading rubrics as formative assessment in classrooms.

Professional learning \$8,450.00	<p>The allocation of this funding has resulted in the following impact: the rubrics will continue to be utilised and refined.</p> <p>After evaluation, the next steps to support our students will be: enable students to understand the outcomes and engage in teacher led conferences.</p>
QTSS release \$1,000.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coramba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: teachers were able to build their capacity of working mathematically in their teaching and learning programs. Students were supported to learn the metalanguage of working mathematically and use this to give feedback to peers and understand their own mathematical thinking.</p> <p>After evaluation, the next steps to support our students will be: continue to implement working mathematically across all strands of the mathematics syllabus.</p>
COVID ILSP \$20,453.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to groups monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: students in targeted groups showed significant progress in literacy, specifically phonics and reading fluency.</p> <p>After evaluation, the next steps to support our students will be: continue to identify students who are not achieving expected levels and run small group instruction.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	27	24	21	20
Girls	17	17	18	18

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.4	92.4	91.0	87.7
1	94.5	93.1	91.5	91.6
2	90.8	95.7	90.1	86.6
3	94.0	93.7	89.7	84.6
4	94.0	94.7	90.1	91.1
5	91.0	93.8	85.6	91.3
6	89.1	86.5	87.3	78.6
All Years	92.2	93.6	89.6	88.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	54,888
Revenue	693,432
Appropriation	661,467
Sale of Goods and Services	3,045
Grants and contributions	28,116
Investment income	804
Expenses	-706,811
Employee related	-604,593
Operating expenses	-102,218
Surplus / deficit for the year	-13,379
Closing Balance	41,509

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.

	2022 SBAR Adjustments (\$)
Targeted Total	11,166
Equity Total	55,292
Equity - Aboriginal	7,492
Equity - Socio-economic	16,936
Equity - Language	0
Equity - Disability	30,865
Base Total	506,952
Base - Per Capita	9,855
Base - Location	1,287
Base - Other	495,811
Other Total	55,803
Grand Total	629,213

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.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher satisfaction surveys all indicate a high degree of satisfaction with the school. Students responses from the Tell Them From Me Survey indicate a high sense of advocacy and expectations. Parents are overwhelmingly happy with the standard of teaching and learning, wellbeing practices and school operations in general. In particular they appreciate the level of communication and partnership in their child's education. Teachers are satisfied with the level of professional support, leadership, collegiality and work environment.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.