2009 Annual School Report
Coramba Public School

NSW Public Schools – Leading the way
**Our school at a glance**

**Students**
Our enrolment at the end of 2009 was 62 students. Our classes in 2009 were as follows:
- Class K/1
- Class 2/3/4
- Class 4/5/6

**Staff**
The teaching staff at Coramba Public School comprises one teaching principal, two classroom teachers and a library/release from face to face (RFF) teacher. In addition there is a full-time School Administrative Manager (SAM), a part-time School Administrative Officer (SAO), a Teachers Aide and a General Assistant.

All teaching staff meet the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**
Literacy and numeracy remain the primary focus areas for Coramba Public School. Other programs and initiatives include:
- Sustainable Schools
- Student Welfare
- Peer Support
- Accelerated Literacy
- Connected Learning
- Orara Valley Learning Community (OVLC)
- Music

**Student achievement in 2009**

**Literacy - NAPLAN Year 3**
In the NAPLAN in literacy in 2009 ten Year 3 students sat for the test. Overall our students performed below the state and national average for literacy.

**Numeracy - NAPLAN Year 3**
In the NAPLAN in numeracy in 2009 eleven Year 3 students sat for the test. Overall our students placed below the state and national average in numeracy.

**Literacy - NAPLAN Year 5**
In the NAPLAN in literacy in 2009 nine Year 5 students sat for the test. Overall, students performed above the state and national average for literacy.

**Numeracy - NAPLAN Year 5**
In the NAPLAN in numeracy in 2009 nine Year 5 students sat for the test. Overall, students placed the state and national average for numeracy.

**Messages**

**Principal’s message**
Here at Coramba Public School (Coramba PS) it is our mission to involve the staff, students, families and wider community in the creation of a challenging, relevant learning environment where children will develop the knowledge, skills and attitudes that enable them to successfully contribute to our society.

At the centre of our role is the provision of high quality educational programs in all key learning areas (KLAs), with particular emphasis on literacy and numeracy. The educational outcomes for each student are closely monitored to ensure their needs are being appropriately addressed in the classroom.

The welfare of each student is a prime area of responsibility. Peer support groups, anti-bullying programs, personal development and health programs and various safety programs are an integral part of the school curriculum. Values such as freedom, honesty and trustworthiness, integrity, respect, responsibility and understanding, tolerance and inclusion form the core of the welfare program at Coramba PS.

Our school continues a strong involvement in the Orara Valley Learning Community (OVLC). This Learning Community is based on the Orara Valley Small Schools Association that has existed for many years here in the Orara Valley.

The seven unique schools of the OVLC have a proud tradition of working collaboratively to provide engaging and challenging educational experiences for the
students of the valley. The OVLC will continue to provide a forum for the development of the individual talents and skills of all students, and produce confident, innovative young citizens.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Peter Miles

P&C message

The P & C continued to dedicate many hours to the important task of raising funds for use at Coramba PS in 2008. Although we didn’t get many people to our meetings we were able to rely on the support of many parents in our fund raising ventures.

This year we held two Saturday sausage sizzles at Bunnings. These proved to be an excellent fund raiser and we were fortunate to be able to find enough people to help man the barbecue and operate the selling side of things.

Other ventures throughout the year included a disco, a Christmas Raffle, an Easter Raffle and the OVLC Cricket Carnival canteen.

Over $3000 was raised throughout the year, and most of this was spent on the purchase of new readers for the school.

As well as fund raising we continued to operate the school uniform service. This was well utilised throughout the year, ensuring all our children looked so smart in their proper school uniform. This service is not run as a fund raiser.

Most of our hours of effort this year went into running the school canteen. Under the direction of Dawn Little the canteen ran very smoothly indeed. It was also responsible for raising $2214.57 for the P & C. It is a major credit to Dawn that we were able to open every Monday this year. We are looking forward to being able to draw our helpers from a wider pool of volunteers next year so we are asking for people to put their hand up and help out, even if it is for only one or two days per term.

Leanne Grocott

Student representative’s message

When both Kara and I decided to run for captain of our school we knew the responsibilities that we were going to take on as part of our job. For example, running assemblies, laying a wreath on Anzac Day, running the assembly on Grandparents Day, helping our fellow students in the playground and many more.

Before I attended Coramba I attended Korora Public School, a very, very large school, it may not be as scary to confront sixty kids rather than six hundred kids when Kara and I are running an assembly but as a captains of a small school like Coramba, the same pride and accomplishment that you find when you are a captain here at this school, is still as great or greater as when hundreds of sets of eyes are staring up at you at a school like Korora.

As year six students this year we were peer support leaders which meant helping the smaller kids get friends at school. When I was little I always had trouble making friends but peer support helped me and now that I am a peer support leader myself, I feel like I am helping children a lot more and knowing that kids were like me when I was younger, it means a lot to me to help them.

There are many advantages to being in a small school, one of them being every student gets to participate in almost all of the school sports days such as the soccer carnival, cricket carnival, softball/T-ball carnival and many more. Also, everyone has the chance to benefit from the many people that visit the school, one of them being, Jerr, a man who had come to talk to the whole school about Aboriginal culture and tradition, a subject we have been studying in HSIE this year. Another advantage to being in a small school is that you get to know everyone and make a heap of friends quickly.

Another addition to our school is the butterfly house that has been put in at the bottom of the school. The area was pretty much a waste of space until Mrs Cheeseman and Simon got the idea to turn the area into a butterfly house. Behind the butterfly house the students had worked tirelessly to create tiles and place them throughout the area to add to the awesomeness of the butterfly house to make the butterfly trail.

Kara and I have both enjoyed our time at this school, as both student and captain and we would like to thank everyone who has supported us.

Kara Barker & Dylan Thompson

School Captains 2009
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>2006</td>
<td>40</td>
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<td>2007</td>
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<td>2008</td>
<td>38</td>
<td>22</td>
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<tr>
<td>2009</td>
<td>37</td>
<td>23</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
<td>School</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>91.6</td>
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<td>92.2</td>
<td>92.2</td>
</tr>
<tr>
<td>1</td>
<td>92.6</td>
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<tr>
<td>2</td>
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<td>6</td>
<td>90.2</td>
<td>90.2</td>
<td>90.2</td>
<td>90.2</td>
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<tr>
<td>Total</td>
<td>96.7</td>
<td>94.9</td>
<td>92.7</td>
<td>92.5</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>School</td>
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</tr>
<tr>
<td>K</td>
<td>92.5</td>
<td>92.3</td>
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<td>93.0</td>
<td>93.0</td>
<td>93.0</td>
<td>93.0</td>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>94.3</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 3/4.</td>
<td>3</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>YR 3/4.</td>
<td>4</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>YR 5/6.</td>
<td>5</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>YR 5/6.</td>
<td>6</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>YR K/1/2</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>YR K/1/2</td>
<td>2</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>YR K/1/2</td>
<td>K</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

The school has three composite classes. They are
1. Kindergarten / Year 1 / Year 2
2. Year 3 / Year 4
3. Year 5 / Year 6

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.462</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.462</td>
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</table>
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>63 422.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>51 774.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32 979.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>49 587.34</td>
</tr>
<tr>
<td>Interest</td>
<td>2 320.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 418.12</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>202 502.82</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 18 714.05  |
| Excursions                 | 20 333.26  |
| Extracurricular dissections| 2 520.90   |
| Library                    | 2 000.00   |
| Training & development     | 860.58     |
| Tied funds                 | 46 530.23  |
| Casual relief teachers     | 7 637.76   |
| Administration & office    | 25 144.43  |
| School-operated canteen    | 0.00       |
| Utilities                  | 6 199.82   |
| Maintenance                | 7 807.92   |
| Trust accounts             | 2 261.79   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 140 010.74 |
| **Balance carried forward**| 62 492.08  |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students in Year 4, 5 and 6 again took part in the OVLC debating program this year. Conducted on a round robin basis, debates were completed against Nana Glen and Glenreagh Public Schools. This debating program emphasises the development of debating techniques and public speaking skills in a non-competitive atmosphere. The debating program culminated in the 'Great Debate' held at Upper Orara PS. This involved competition between all participating schools in debates where teams only had a short time to prepare their case. Our team, comprised of Dylan Thompson, Jayden Nicholls, Cassandra Collett and Jordan Rushforth, performed very well on the day, winning the competition.

Our music program continued this year under the direction of Mrs Papadakis. The program remained essentially the same, with lessons based on tuned and un-tuned percussion as well as singing. A highlight of the year was the whole-school performance at the annual Grandparents Day assembly. Class K12 sang the appropriately titled song, 'Grandparents'. Class 5/6 then performed the instrumental piece, 'Boris the Bass Man'. They were then joined by Class 3/4 for the song ‘Holding out for a Hero’. The last item, ‘Calypso’, was performed by the whole school.

Sport

The sporting program here at Coramba PS continues to emphasise participation and skill development within a range of different sports. This is done through a wide variety of sports and sporting skill lessons treated as part of our daily fitness lessons, physical education lessons and school sport. Sport is conducted at school level, OVLC and NSW Primary Schools Sport Association (NSWPSSA) levels.

Interschool competition between the schools of the Orara Valley in soccer, cricket and softball took place this year. These competitions emphasise enjoyment, participation and skill development in the context of mixed teams comprising students from all participating schools. Students can choose to participate in a grade level suited to their ability.

Within the NSW Primary Schools Sports Association (NSWPSSA) our students compete in swimming, athletics and cross country carnivals at school, OVLC, district, zone and regional levels.
In Swimming at OVLC level we sent a highly enthusiastic team of sixteen children to the Orara Valley Community Pool. This was double last year’s number! Our most successful swimmers were Georgia Bonser and Mika Cain, who each placed in four events.

Three children were successful in gaining selection in the OVLC team for the Coffs Harbour PSSA carnival. Georgia Bonser finished 1st in the 11 yrs girls freestyle, 2nd in the 11 yrs girls breaststroke & butterfly, & 3rd in the 11 yrs girls backstroke.

Mika Cain finished 1st in the 9 yrs boys freestyle, 1st in the junior boys backstroke, 2nd in the junior boys breaststroke & 3rd in the junior boys butterfly.

Emily Conlan won the 8 yrs girl’s freestyle.

Both Mika and Georgia finished second in the 50m freestyle events at the Coffs Harbour carnival. Mika won this event and went on to represent our school at the North Coast PSSA carnival.

In cross country at the district level six students travelled to Woolgoolga for the CHPSSA District carnival.

Kara Barker finished fourth in the 11 year girls event and Mia Rigoni finished eighth in the same event. At the Mid North Coast PSSA carnival the girls finished 11th and 21st respectively.

In athletics this year our champions were

**Sub Junior**
- Jemma Rigoni
- Benjamin Bonser

**Junior**
- Rueben Britten
- Emily Conlan

**Senior**
- Georgia Bonser
- Jimmi Ryan

Georgia Bonser was named 11 years girls champion at the OVLC Athletics carnival. Other students to perform well at this carnival were Cassandra Collett, Emily Conlan, Mitchell White, Rueben Britten and Jayden Nicholls. At the CHPSSA carnival Emily Conlan won the 8 years girls 100m. Georgia Bonser finished first in the high jump, second in the discus and third in the long jump in the 11 years girls division. Emily continued her good form at the district carnival winning her event and going on to represent at the North Coast PSSA carnival, where she finished out of a place. Georgia, having finished 3rd at the district carnival in the discus threw a personal best at the North Coast carnival, but she too finished out of a place.

The Intensive Swimming Program was held in week six of term 4 at the Orara Valley Community Pool. This catered to beginner swimmers as well as experienced swimmers. Children from kindergarten, year 1 and year 2 attended. Children in the primary grades completed their swimming survival course at the same pool in term 1.

**Environment**

Here at Coramba PS we remain totally committed to sustainable environmental practices. Our School Environmental Management Plan (SEMP) was revised last year, and is in place until the end of 2009.

A major area of activity this year occurred inside the classroom, where new teaching and learning units were introduced. As part of our commitment to Education for Sustainability the staff has developed two new units that were implemented across all stages in 2009, Biodiversity and Gumbaynggirr – People and Culture. These units addressed the outcomes for each stage in the Science and Technology and HSIE KLA’s. They were also treated at the same time, across the whole school to ensure a consistency in approach and an efficient use of school resources.

Our school was recognised as an official Water Wise school as a result of our efforts to reduce the amount of water we used. Several Water Watch and Bug Survey excursions were conducted in the Orara River throughout the year.

As a member of the OVLC we were extremely pleased and proud to win first prize in the 2009 NSW Landcare awards. We feel our contribution played a major part in achieving this recognition.

Our school again entered the Coffs Harbour Garden competition and won first prize for the Best Flower Bed, and second prize for Best Native Garden.

The senior class participated in Murder Under the Microscope and correctly identified the victim, villain and crimesite.

We celebrated World Environment Day at the Bongil Bongil Nature Reserve. Together with students from various schools throughout the district our children enjoyed a variety of activities involving the Taroga
Major recovery works were put in place to deal with the erosion problem in the area adjacent to the sandpit. Several trees were removed and new drains and gardens established. A dry creek bed environment incorporating a water feature and frog pond was established to reduce erosion and provide a more diverse playground environment for local fauna.

A new rainforest area was planted in the back yard of the school residence. This will form part of the butterfly house area and it incorporates stepping stones created by the children in Year Five and Year Six. Nesting boxes will be installed in the near future.

Existing vegetable gardens were replaced with raised garden beds to improve the access for children.

Year Three and Year Four visited Cascade Field Studies Centre for their annual three day excursion to study the biodiversity of the rainforest area.

**Technology**

2009 was a year of consolidation for our school. Teachers and children developed their skills with the interactive technologies in all three classrooms.

Classroom 5/6 had a new ultra short throw projector, interactive whiteboard (IWB), flat screen television, cameras and microphones installed at the beginning of the year. This equipment will allow the children and staff to connect, via videoconference technology, to the rest of the world. It will open up a whole new world to the children of our school, ensuring they are at the forefront of technological advances within the classroom.

An interactive white board is being installed in the library.

Mrs Cheeseman, Ms Boyd and myself attended a series of videoconference sessions on the new Note Book 10 software that is used on the IWB’s.

**Other**

Year 5 and 6 children joined with students from Nana Glen, Upper Orara, Ulong, Lowanna & Karangi Public Schools for their annual major excursion in term four. This year we travelled to the Queensland. It was a large group, numbering 94 students and 12 teachers and parents. We stayed at the Kindilan Outdoor Recreation and Conference Centre at Redland Bay.

During the four day excursion our group visited the Currumbin Wildlife Sanctuary, the Australian Zoo, Sea World, and the Queensland Museum and Science Centre.

Students from year three and year four spent two nights at the Cascade Field Studies Centre where they were involved in bush walks, environmental studies, aboriginal studies and bush craft activities. They also managed to withstand some of the heaviest rain ever seen at the camp, narrowly avoiding having their stay lengthened.

Students from kindergarten, year 1 and year 2 travelled to Ulong PS for their annual K-2 Enrichment Day. They participated in a wide variety of activities with students from the other Orara Valley schools.

Students from year 6 attended a peer support camp at Upper Orara PS with students from Upper Orara PS. They undertook training in preparation for their roles as peer support leaders.

Grandparents Day was held in term 2. We had over eighty family members come to school and celebrate this day with a school assembly, morning tea and lunch and a visit to the classrooms.

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy - NAPLAN Year 3**

In the NAPLAN in literacy in 2009 ten Year 3 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

- The school placed below State & National average for all aspects of literacy
- 73% of students placed in the top 3 bands for writing
- 64% of students placed in the top 3 bands for reading
- No student was placed in Band 1 for Literacy
- 64% of students placed above band 2
**Numeracy - NAPLAN Year 3**

In the NAPLAN in numeracy in 2009 eleven Year 3 students sat for the test. The areas being reported on are number, patterns, algebra and measurement, data, space and geometry.

- School placed below State & National average for all aspects of numeracy
- 64% of all students placed in band 3 or above.
- No student was placed in Band 1 for any aspects of numeracy

**Literacy - NAPLAN Year 5**

In the NAPLAN in literacy in 2009 nine Year 5 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

- The school placed above National average for reading, writing and spelling and overall literacy.
- School placed above State average for reading, writing & overall literacy.
- School placed below State average for spelling, grammar & punctuation.
- School placed below National average for grammar & punctuation
- 100% of students placed within top three bands for writing.
- 78% of students placed within top three bands for reading.
- 100% of students placed within middle 60% or higher of all students.
- No student placed in bottom 2 bands for reading, writing & overall literacy.

**Numeracy - NAPLAN Year 5**

In the NAPLAN in numeracy in 2008 six Year 5 students sat for the test. The areas being reported on are number, patterns and algebra, and measurement, data, space and geometry.

- The school placed above the National average for numeracy
- The school placed above the State average for measurement, data, space & geometry
- The school placed below the State average for number, patterns, algebra & overall numeracy
- 66% of students placed within the top three bands.
- 100% of students placed within middle 60% or higher of all students.
- No student placed in bottom 2 bands for any aspect of numeracy

**Progress in literacy**

Trend data for the last three years indicates our average growth in literacy for matched students between Year 3 and Year 5 has been at variance to the state average.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**

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<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
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<tr>
<td>Writing</td>
<td>83</td>
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<tr>
<td>Spelling</td>
<td>82</td>
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<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>100</td>
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<tr>
<td>Writing</td>
<td>100</td>
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Significant programs and initiatives

Aboriginal education

This year saw some changes to the way we treat Aboriginal Education. We were part of the OVLC Self Nominated Project (SNP) that looked at the local Gumbainngirr people and culture. Programs were created for use in the classrooms. Stage One looked at ‘Place and Culture’, Stage Two looked at Culture comes to Life’ while Stage Three studied ‘Uncovering the Past’.

These units were written within the broad content area of Education for Sustainability. The aspects of social, environmental and political sustainability were specific content areas that were addressed.

Staff attended a combined OVLC term 2 School Development Day at the Yarrawarra Cultural Centre at Corindi.

Multicultural education

Multicultural perspectives are embedded within all KLAs across the whole school. Specific lessons pertaining to multicultural education are taught within HSIE. Units such as Celebrations, Identity and Values, Global Connections, People and their Beliefs and Living in Communities all promote the values, history and cultures of the many cultures found in Australia.

Respect and responsibility

Student welfare continues to be an important part of the whole school process here at Coramba PS. We feel that our school should be a place that is safe, secure and nurturing. Our welfare program incorporates many different features so that we can ensure our students feel safe and happy.

The Peer Support program ran successfully throughout the year. Year 6 students attended a peer support training camp with students from Upper Orara and Glenreagh Public Schools. The students learnt skills in leadership and supporting other students. As peer support leaders back here at school they led small groups of students from all grades in activities designed to promote values such as tolerance, responsibility, commitment, honesty and respect.

The senior students were also given responsibility for the running of school assemblies, looking after the sport shed and its equipment, raising and lowering the flag each day as well as running services on ANZAC Day, Presentation Night and Remembrance Day.

The Health and Personal Development curriculum continues to form a central part of student welfare. The child protection program, in particular, provides students with the skills and strategies needed to form protective behaviours, to assist them to recognise abuse in all its forms and to help them define their rights and responsibilities within relationships. In term 1 students in all classes are taught how to recognise bullying, how to react to bullies and what to do if the bullying persists.

All students were given the opportunity to participate in the Student Council this year. This group met once or twice a term with Ms Boyd to discuss matters regarding their school, improvements that could be made and ways of helping others through charity days. Various successful fundraising events were held throughout the year.

Teaching programs

These have been developed to cater for the learning needs of all students with a particular focus on those students experiencing learning difficulties. Targeted support for individual learning needs of particular students including Aboriginal students, high achieving students and students experiencing difficulties as determined by analysis of NAPLAN and school based data was also implemented. This support was reflected in the writing of Individual Learning Plans (ILPs).

Teaching Structures

We have retained last year’s model whereby the focus was on introducing a team teaching structure within literacy and numeracy areas rather than on small group or individual instruction. PSP funds were used to employ an extra teacher for one day each week to work in the classrooms with the classroom teachers in a team-teaching situation. We reduced the interruptions to normal classroom routine and improved the teacher-student ratio. It also promoted a much clearer working relationship between the class...
teacher and the extra teacher and allowed them to concentrate on well defined goals for each student. An added positive feature of this model is that the classroom teacher was able to continue many aspects of the program in the classroom even when the extra teacher was not in the room. The sustainability of this program is important to the future success of educational programs here at Coramba PS.

Resources

Resources such as literacy & numeracy texts, Library Bags & Home Reading Diaries and fiction / non-fiction readers were purchased.

Unfortunately, 2008 was our last year on the program. This will have a significant effect on the types of educational programs being run here at Coramba as it will mean we will lose 1.5 teacher days per week.

Progress on 2009 targets

Target 1

84% of students achieve Stage outcomes in Literacy.

Our achievements include:

- NAPLAN results indicate 100% of Year 5 students placing in the top 3 bands for writing and 78% in the top 3 bands for reading
- NAPLAN results indicate 73% of Year 3 students placed in the top 3 bands for writing and 64% in the top 3 bands for reading
- A whole school achievement, based on teacher assessment, of 70% of all students achieving stage appropriate outcomes in literacy
- Interactive technologies & ICT based curriculum resources are used extensively in literacy teaching & learning across the whole school
- Units of work incorporating the accelerated literacy approach were developed for all grades and incorporated into explicit & sequential classroom teaching & learning programs
- Quality teaching elements are present in all stages of the teaching & learning programs.

78% of students achieve stage outcomes in Numeracy

Our achievements include:

- NAPLAN results indicate 66% of Year 5 students placed within the top three bands for all aspects of numeracy
- NAPLAN results indicate 64% of Year 3 students placed within the top three bands for all aspects of numeracy
- A whole school achievement, based on teacher assessment, of 77% of all students achieving stage appropriate outcomes in numeracy
- Interactive technologies & ICT based curriculum resources are used extensively in numeracy teaching & learning across the whole school

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Planning and Creative Art.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Educational and management practice

School Culture

Background

An evaluation of school culture was undertaken this year as part of the cyclical process of review as set out in the document ‘Planning for Success’. The School Map survey instruments were used with 100% of student and staff surveys returned and 40% of parent surveys returned.

Findings and conclusions

Parent surveys showed:

- 100% of the parents agreed the school almost always or usually knows about the families and community in which it serves
- 85% of parents agreed that they are almost always proud of their school
- 100% of parents said that the school almost always or usually encouraged students to
achieve their best, encouraged everyone to learn and catered for the learning needs of all students.

- 100% of parents agreed that the school almost always or usually made important changes to what it does

Student surveys showed -

- 100% of students agreed that the school almost always or usually praised and rewarded students who are successful, encouraged everyone to learn and catered to the learning needs of all students.
- 90% of students indicated that they thought the school almost always made new students welcome.
- 90% of students indicated that they were almost always proud of their school.

Staff surveys indicated they felt that the school culture supported a sense of ownership of the school and that the school was continually finding ways to improve what it does. They agreed that all students were encouraged to achieve their best and that the school’s curriculum catered for the learning needs of all the students.

**Future directions**

We will continue to adopt an inclusive, open, informed and responsive approach to culture here at Coramba PS. Our culture will be guided by the ultimate goal of ensuring every student has every chance to achieve their true potential, academically, culturally and socially, in an environment that is safe, supportive & friendly.

**Curriculum**

**English**

**Background**

An evaluation of English was undertaken this year as part of the cyclical process of review as set out in the document ‘Planning for Success’. Students, parents and staff were surveyed.

100% of staff and student surveys were returned while 40% of parent surveys were returned.

**Findings and conclusions**

Parent surveys showed

- 100% of the parents strongly agreed that English was an important subject for their child
- All parents strongly agreed that there is good student access to computers and strong technology programs and resources
- All parents agreed that their child has been developing new skills in reading, writing and spelling
- 70% of parents agreed that they understood how English was taught at Coramba PS, that they could confidently assist their child with English at home and that their child was given support in English when it was required.

Student surveys showed

- 99% of students agreed that they were getting better at reading and writing.
- Most children strongly agreed that they liked using computers in English.
- Most children strongly agreed that it was important to learn English.

Staff strongly agreed that they felt able to make suggestions for change in how English is taught at Coramba, that they enjoyed teaching English and that they would like more training to utilise the Interactive Whiteboard in teaching English. Staff also strongly agreed that Coramba PS had suitable resources for teaching English.

**Professional learning**

All teachers at Coramba PS participated in professional learning this year. Courses attended included

- Best Start
- Accelerated Literacy
- Quality teaching
- Technology – interactive whiteboards

The average expenditure per teacher on professional learning in 2009 was $1000.

**School development 2009 – 2011**

The school has determined three focus areas which will be of particular importance from 2009 to 2011. These are

- Literacy
- Numeracy
- Connected Learning

**Targets for 2010**

**Target 1**

84% of students achieve Stage outcomes in Literacy.
Strategies to achieve this target include

- Build teachers’ capacity to identify & address all students’ literacy needs through quality teacher professional learning
- Participation in the OVLC Self Nominated Project for Accelerated Literacy
- Extend higher achieving students through GATS activities at school & OVLC level
- Use Best Start analysis to inform individual student learning needs in Kindergarten
- Targeted support for individual learning needs of particular students including Aboriginal students, high achieving students and students experiencing difficulties as determined by analysis of NAPLAN and school based data
- Professional learning opportunities for teachers in the teaching of literacy, including supporting teachers using ICT in teaching & learning, will be utilised where available
- Coordinate the implementation of the accelerated literacy approach across all grades & stages
- Integration of ICT and Connected Classroom strategies into literacy initiatives

Our success will be measured by

- Targeted groups to show growth at least commensurate with school population
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Units of work incorporating the scaffolding reading approach will be available for use in the classroom
- Professional learning evaluations indicate increased knowledge in using interactive technologies & ICT based curriculum resources in literacy teaching & learning
- A cohesive literacy plan will be in place for all grades & stages

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: