Our school at a glance

Students

Our enrolment at the end of 2008 was 62 students. Our classes in 2008 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

- Priority Schools Program (PSP)
- Sustainable Schools
- Student Welfare
- Peer Support
- Accelerated Literacy
- Intensive Swimming Scheme
- Connected Learning
- Orara Valley Learning Community (OVLC)

Student achievement in 2008

Literacy - NAPLAN Year 3

In the NAPLAN in literacy in 2008 eight Year 3 students sat for the test. Overall our students performed below the state average for literacy.

Numeracy - NAPLAN Year 3

In the NAPLAN in numeracy in 2008 eight Year 3 students sat for the test. Overall our students performed significantly above the state average in numeracy.

Literacy - NAPLAN Year 5

In the NAPLAN in literacy in 2008 six Year 5 students sat for the test. Overall, students performed at the state average for literacy.

Numeracy - NAPLAN Year 5

In the NAPLAN in numeracy in 2008 six Year 5 students sat for the test. Overall, students performed at the state 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 was involved in the formation of the Orara Valley Learning Community (OVLC) this year. 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 is a major credit to Dawn that we were able to open every Tuesday 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.

Andrea Vallance

Student representative’s message

As a Captain it is our responsibility to run assemblies. It is quite scary when you're in front of a big crowd like Grandparents Day and right now it is rewarding running the assemblies especially when we get to meet great people like Emma Moffatt and the Deputy Mayor, Mr Bill Palmer.

We think being in a small school has many advantages. For example there is a lot less noise in this school compared to some of the bigger schools and it is a lot easier to make friends and get to know people.

A great thing about our school is that we get to participate in the Orara Valley Learning Community Carnivals where we go and play soccer, cricket, softball/ T-ball and compete in the athletics carnival. These carnivals are great because we meet other people from the other schools and participate in fun sports.

Our school also has unique gardens. We know this because we came second in the Best Native Garden and second in the Whole School Garden in the Coffs Harbour Garden Competition this year. We also were on the news and in the papers for the grand unveiling of our dinosaur AB-MA-ROC and our amazing dry creek bed, which is still under construction.

We know when we were a junior it wasn’t always easy making friends so Peer Support helped us a lot. So now that we’re in year 6, we are now Peer Support leaders and it is a great feeling knowing
Financial summary

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

### Financial summary

**Date of financial summary:** 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>78 846.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>62 456.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 152.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20 313.35</td>
</tr>
<tr>
<td>Interest</td>
<td>4 954.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 871.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>213 596.02</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 12 692.68
  - Excursions: 5 452.03
  - Extracurricular dissections: 1 736.52
- **Library**: 1 797.16
- **Training & development**: 0.00
- **Tied funds**: 70 356.94
- **Casual relief teachers**: 5 309.56
- **Administration & office**: 32 626.58
- **School-operated canteen**: 0.00
- **Utilities**: 6 720.91
- **Maintenance**: 11 608.98
- **Trust accounts**: 1 871.84
- **Capital programs**: 0.00

**Total expenditure**: 150 173.20

**Balance carried forward**: 63 422.82

---

**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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>41</td>
<td>40</td>
<td>39</td>
<td>38</td>
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<tr>
<td>Female</td>
<td>27</td>
<td>29</td>
<td>23</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>96.7</td>
<td>94.9</td>
<td>92.7</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

**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></th>
<th>2004</th>
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<th>2007</th>
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<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>41</td>
<td>40</td>
<td>39</td>
<td>38</td>
</tr>
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<td>Female</td>
<td>27</td>
<td>29</td>
<td>23</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
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<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>96.7</td>
<td>94.9</td>
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</tr>
<tr>
<td>Region</td>
<td>92.9</td>
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<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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**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 2/3/4</td>
<td>3</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>YR 2/3/4</td>
<td>2</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>YR 2/3/4</td>
<td>4</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>YR 4/5/6</td>
<td>5</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>YR 4/5/6</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>YR 4/5/6</td>
<td>6</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>YR K/1</td>
<td>K</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>YR K/1</td>
<td>1</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>
Structure of classes
The school has three composite classes. They are
1. Kindergarten / Year 1
2. Year 2 / Year 3 / Year 4
3. Year 4 / 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></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</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>.562</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.562</td>
</tr>
</tbody>
</table>

Staff retention
Mrs Papadakis replaced Mrs Derrin as our music teacher. Ms Robbins took Maternity Leave in term 3. She was replaced by Mrs Cradock.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 99.2%.

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>

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 2008

Achievements

Arts
Students in Year 4, 5 and 6 took part in the OVLC debating program this year. Conducted on a round robin basis, debates were completed against Upper Orara, Glenreagh and Ulong 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 Lilli Trewin, Carl Demasi, Tate Rushforth & Dylan Thompson, performed very well on the day finishing second overall.

This year saw a change of music teachers. Mrs Sharon Papadakis took over the music program, replacing Mrs Derrin. 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. Every child contributed with voice & instrument to renditions of M'Bira Jam, Syncopation, Chester's Story & Grace & Favour.

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 (NSWPPA) 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 team of seven children to the Orara Valley Community Pool. Our most successful swimmer was Thomas Bonser, who placed in four events. Our junior & senior mixed relays claimed first place in both events, with Georgia Bonser backing up from the junior relay to swim the anchor leg for the senior relay! A complete list of results is as follows:

Ben Vallance  
2nd 8Yrs Boys 50 m Freestyle  
Thomas Bonser  
1st 9 Yrs Boys 50 m Freestyle  
1st Jnr Boys 50 m Breaststroke  
2nd Jnr Boys 50m Backstroke  
2nd Jnr Boys 50 m Butterfly  
Daniel Delaney  
3rd 11 Yrs Boys 50 m Freestyle  
Georgia Bonser  
2nd Jnr Girls 50 m Butterfly  
4th 10 Yrs Girls 50 m Freestyle  
4th Jnr Girls 50 m Backstroke

Mia Rigoni  
3rd Jnr Girls 50 m Backstroke

In addition, all seven competitors swam in their respective age groups in the Junior & Senior Mixed relays.

In cross country at the district level nine students travelled to Woolgoolga for the CHPSSA District carnival and recorded the following results.

Kara Barker finished second in the 10 year girls event. At the Mid North Coast PSSA carnival held at Bowraville she finished second. At the North Coast PSSA she finished a highly commendable 11th.

In athletics this year our champions were

Sub Junior  
Jemma Rigoni  
Jamie Seccombe  
Junior  
Rueben Britten  
Georgia Bonser  
Senior  
Lilli Trewin  
Cody Berry

At the CHPSSA carnival Kara Barker finished second in the junior girls 800 m. Georgia Bonser and Cassandra Collett finished first and second respectively in the junior girls high jump.

At the Mid North Coast PSSA carnival Kara Barker finished fourth in the junior girls 800 m. Georgia Bonser and Cassandra Collett tied for fifth in the junior girls high jump.

Kara went on to finish 13th at the North Coast PSSA carnival.

The Intensive Swimming Program was held in week seven of term 4 at the Orara Valley Community Pool. This catered to beginner swimmers and was designed to improve swimming skills and techniques.
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 are committed to sustainable environmental practices. Our School Environmental Management Plan (SEMP) was revised last year, and is in place until 2009. Some of our ventures for 2008 included

- The continuation of work on the regeneration of the area adjacent to the fixed equipment area. A dry creek bed was constructed, using local bush rock donated by the Demasi family. Coffs Harbour City Council (CHCC) supported our scheme with $500 worth of plants. They also assisted in the planting out of the area with these plants.
- The construction of a wooden dinosaur and installed in the lower part of the newly planted area. This dinosaur was named Ab-ma-roc by Lilli Trewin. The Deputy Mayor of CHCC officially unveiled the dinosaur on Thursday 13th November.
- The continuation of work on the butterfly house.
- Year 4, 5 and 6 completed the online program, Murder Under the Microscope. After many weeks of research and detective work they successfully identified the location of the crime, the victim and the perpetrator.
- Various students attended the Youth Environment Council meetings held each term.
- Year 5/6 attended the inaugural Climate Change Expo held at Coffs Harbour High School. They presented their play ‘The Greatest Show on Earth’ about the water cycle and how trees act as the lungs of our earth.

Technology

2008 was a year of consolidation for our school. Teachers and children developed their skills with the interactive technologies in all three classrooms. The projector in Classroom 2/3/4 was replaced with an ultra short throw projector to improve the illumination aspect and to allow an easier teacher / board interaction.

We were informed in term 4 that we have been placed on the Connected Classroom Program for Semester 1 2009. This will mean that Classroom 5/6 will have a new ultra short throw projector, interactive board, flat screen television, cameras and microphones installed. 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.

The internet access to the school was upgraded to 10 gb in November. This will allow the Connected Classroom to operate to its maximum potential, once installed.

Other

Year 5 and 6 children joined with students from Nana Glen, Upper Orara, Ulong & Karangi Public Schools for their annual major excursion. This year we travelled to the Great Aussie Bush Camp on the Central Coast. Activities such as canoeing, high ropes, giant swing, indoor rock climbing & archery kept every child very busy indeed. The children were on their very best behaviour for the whole trip and many staff members from the camp commented on the polite & friendly manner of the children. This is always very pleasing and it reflects well on the whole school community.
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.

Students from year three and four participated in the OVLC Stage 2 Enrichment Day in term 1. Activities in art, science and maths were conducted at Coramba PS, Nana Glen PS and Karangi PS. Students selected which particular activity they wanted to take part in. This day involved students from each of the valley schools.

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 Darlington Tourist Park with students from Glenreagh PS and 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 2008 eight Year 3 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

- Overall our students performed below the state average for literacy
- No student was placed in band 1 for literacy
- Students performed well in writing with all students placing in band 3 or above
- Students performed very well in writing tasks involving simple and complex sentence structures.
- Students performed very well in punctuation and grammar questions involving prepositions, full stops, verb phrases and third person pronouns
- Students performed poorly on punctuation and grammar questions involving the article an, and the use of speech marks.
- Students performed very well in reading questions involving locating information, interpreting ideas and sequencing events.

**Numeracy - NAPLAN Year 3**

In the NAPLAN in numeracy in 2008 eight Year 3 students sat for the test. The areas being reported on are number, patterns, algebra and measurement, data, space and geometry.

- Overall our students performed significantly above the state average in numeracy
- Students performed very well in measurement tasks involving length and area
• Students performed very well in number tasks involving subtraction, division, whole numbers and multiplication
• Students performed very well in space and geometry tasks involving position, three dimensional objects, two dimensional objects and angles
• Trend data indicates the students performed as well in 2008 as for the previous three years

**Literacy - NAPLAN Year 5**

In the NAPLAN in literacy in 2008 six Year 5 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

• No student was placed in band 3 or 4 for literacy
• Overall, students performed at the state average for literacy
• Students performed above the state average for reading and writing
• Students performed very well in reading questions involving connecting ideas, inferring the writer’s point of view, inferring the main idea of a paragraph, inferring the nature of a character and identifying cause and effect in a narrative.
• Students performed well in grammar and punctuation and grammar questions involving conjunctions, verb phrases, subject-verb agreement, prepositions and verbs

**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.

• No student was placed in band 3 or 4 for numeracy
• Students performed very well in measurement and data tasks involving time and area
• Students performed very well in space and geometry tasks involving position, 3D, angles and symmetry
• Students performed less well on questions involving fractions and decimals
• Trend data indicates student performances in 2008 were better then student performances over the previous three years

**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 lower than the state average. This statistic should be viewed in the context of the overall performance of the year 5 students, who have performed better than the state average.

**Progress in numeracy**

Trend data for the last three years indicates our average growth in numeracy 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**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
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<td>100</td>
</tr>
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<td>100</td>
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<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal education is delivered through all Key Learning Areas (KLAs) at Coramba PS. Specific lessons pertaining to Aboriginal education are taught within the HSIE KLA. Units such as Gold, the First Fleet and Explorers all promote the values, history and culture of the Aboriginal people. Students from year 3 and year 4 attended an Aboriginal Studies course presented by Mark Flanders at the Cascade Field Studies Centre. He covered topics such as the history of the Gumbaingirr people, bush tucker as food and medicine and Aboriginal weapons and tools.

Staff attended a term 3 School Development Day at Bongil Bongil State Forest, where Mark Flanders guided us through a bush walk focusing on bush tucker and bush medicine.

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 Miss Robbins 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.
Priority Schools Program

The Priority Schools Program (PSP) has enabled Coramba Public School to improve the learning outcomes for all students through the provision of improved pedagogy, resources and opportunities. Improved learning outcomes are achieved through:

- Providing support programs for students identified with learning needs
- Increased professional support for teachers
- Improving literacy and numeracy resources in all stages
- Consolidating the Home Reading Program
- Improving the assessment and monitoring procedures for student achievement

The staffing supplement at Coramba Public School has been used in the following manner:

- Supporting the literacy and numeracy programs operating in the classrooms by providing a team teaching component
- Promoting small group situations to assist students with identified learning needs
- Providing support for teachers to develop learning programs for all students
- Providing teachers with planning time to co-ordinate PSFP activities and whole school literacy and numeracy programs
- Allowing teachers to accurately assess and monitor student achievement

It was decided to continue to focus on delivering quality teaching programs in the classrooms. To do this we supplemented the PSP component of the staffing entitlement with an extra teacher being employed 1 day per week. This allowed us to provide more teachers in the classroom in the important early sessions before recess. We concentrated on ES1, S1 and S2 children. Our focus areas were literacy & numeracy.

Teacher Professional Learning

Under the PSP teachers have undertaken professional learning activities focusing on quality teaching, literacy and numeracy to improve their skills within the classroom. Ms Laurie Boyd attended a four day writing course that focussed on the accelerated literacy method. Mrs Sandra Cheeseman & Ms Tamara Robbins attended the three day course, Keeping Them Going.

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 2008 targets

Target 1  
To consolidate writing skills with an emphasis on spelling

Our achievements include

- Year 3 students in the NAPLAN performed well in writing with all students placing in band 3 or above
- development of a wide range of units of work incorporating the accelerated literacy approach
- Year 3 students in the NAPLAN performed very well in writing tasks involving simple and complex sentence structures.
- Year 5 students in the NAPLAN performed above the state average for writing
- Year 3 & Year 5 students in the NAPLAN performed below the state average for spelling
- interactive whiteboards were extensively used in Accelerated Literacy writing lessons
- explicit and comprehensive teaching of writing strategies was implemented in each classroom
- Ms Boyd attended a four day professional learning course on writing
- Mrs Cheeseman and Ms Robbins attended a three day course for early literacy, Keeping Them Going.

Target 2  
To improve the numeracy achievements of all students

Our achievements include

- Year 3 students in the NAPLAN performed significantly above the state average in numeracy
- Year 5 students in the NAPLAN performed significantly above the state average in measurement, data, space and geometry
- Trend data indicates Year 5 student performances in 2008 in the NAPLAN were better than student performances over the previous three years in the BST
- higher achieving students were extended through programs such as the OVSS Maths/Science Day
- interactive whiteboards were incorporated into numeracy lessons in all classrooms
- further purchases were made of numeracy resources

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.

Educational and management practice

School Planning

Background

An evaluation of school planning 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 25% of parent surveys returned.
Findings and conclusions

Parent surveys showed:
- 95% of the parents agreed the school almost always or usually involved staff, students and parents in decisions about its published statement of school purpose.
- 95% of parents agreed that the school’s planning processes are responsive to emerging needs and that they are kept informed about what the school is buying and why.
- 75% of parents said that the school implemented a comprehensive management plan. The remaining 25% indicated that there is some confusion about what management plans are.

Student surveys showed:
- There was little understanding by the students of the processes of school planning such as Annual School Reports, targets and statement of purpose.
- 100% of students indicated that they thought the school involved parents and students in decisions about what it is aiming to do.

Staff surveys indicated they felt that the school planning was inclusive, open, informed and responsive.

Findings and conclusions

Curriculum

Creative Arts

Background

An evaluation of CA 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 25% of parent surveys were returned.

Findings and conclusions

Parent surveys showed:
- 90% of the parents strongly agreed that CA was an important subject for their child.
- all parents agreed that their child was developing their ability in music, art, drama and dance.
- all parents agreed that their child enjoyed CA, that the school made a conscious effort to supply plenty of equipment to teach CA and that the school provided a variety of arts experiences.

Student surveys showed:
- 95% of students strongly agreed that they liked learning new things within the four strands of CA and that it was important to do these activities at school.

Staff surveys showed that there was a high level of support for the way CA was implemented at Coramba PS. The music program conducted by Mrs Papadakis was considered to be highly successful. It allowed teachers to focus on the other strands and therefore provide a well-rounded approach to all classrooms. Strong support was expressed for continuing the CA program in 2009 in its present form.

Future directions

We will continue to adopt an inclusive, open, informed and responsive approach to planning here at Coramba PS. Our planning will be guided by the ultimate goal of ensuring every student has every chance to achieve their true potential, academically, culturally and socially.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In the surveys on Planning and CA parents, students and staff expressed a widespread satisfaction with the school. People indicated they thought the school planning was inclusive and effective.

The response to the Grandparents Day was excellent. Many visitors expressed their gratitude.
at being invited to the school and indicated they thought it was a terrific day. We plan to hold another Grandparents Day in 2009.

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

- Keeping Them Going
- Accelerated Literacy
- Quality teaching
- Technology - interactive whiteboards

The average expenditure per teacher on professional learning in 2007 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 2009

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 three programs
  - Best Start - Kindergarten
  - Getting Ahead in Literacy – Stages 1 & 2
  - Moving on in Literacy – Stage 3

- Extend higher achieving students through GATS activities at school & OVLС 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

Target 2

78% of students achieve stage outcomes in Numeracy

Strategies to achieve this target include
• 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 numeracy, including supporting teachers using ICT in teaching & learning, will be utilised where available
• Work with staff from the Orara Valley Learning Community to facilitate sharing of expertise & resources

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
• Professional learning evaluations indicate increased knowledge in using interactive technologies & ICT based curriculum resources in numeracy teaching & learning

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: