Our school at a glance

Students

Our enrolment at the end of 2011 was 57 students. Our classes in 2011 were as follows:

- Class K/1/2
- Class 3/4/5
- Class 5/6

Staff

The teaching staff at Coramba Public School comprises of one teaching principal, two classroom teachers and a library/release from face to face (RFF) teacher. A music teacher is employed using school global funds for one day per week to provide choral and instrumental lessons to the students. In addition there is a full-time School Administrative Manager (SAM), a part-time School Administrative Officer (SAO), a part-time School Learning Support Officer and a part-time 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 2011

Literacy – NAPLAN Year 3

In the NAPLAN in literacy in 2011 seven Year 3 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in literacy.

Numeracy – NAPLAN Year 3

In the NAPLAN in numeracy in 2011 seven Year 3 students sat for the test. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

Literacy – NAPLAN Year 5

In the NAPLAN in literacy in 2011 eleven Year 5 students sat for the test. Overall, students performed below the national average for literacy. The number of students in our school is too small to draw any reliable analysis with regard to national average in literacy.

Numeracy – NAPLAN Year 5

In the NAPLAN in numeracy in 2011 eleven Year 5 students sat for the test. Overall, students placed below the national average for numeracy. The number of students in our school is too small to draw any reliable analysis with regard to national average in numeracy.

Principal’s message

Coramba is a community school that prides itself on being able to deliver quality programs to each and every student. We like to take all the best features of a smaller school and use them to help our children achieve the very best outcomes, academically, culturally and socially.

Our team of dedicated, caring and highly motivated staff help to create a learning community that is safe, fun and supportive and where a broad and balanced curriculum is delivered across the key learning areas.

There is a supportive and hard-working parent body who are regularly involved in the education of their children. The Parents and Citizens Association has a close working relationship with the school and has contributed significantly to the quality of teaching and learning programs that are offered here at Coramba.
The school provides a challenging and relevant learning environment where children are taught the knowledge, skills and attitudes that enable them to successfully contribute to our society. Mandatory curriculum requirements are taught within the framework of each child’s individual learning styles. At the centre of our role is the provision of high quality educational programs in all key learning areas, 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.

Coramba is affiliated with six other small schools in the Orara Valley in the Orara Valley Learning Community (OVLC). The seven schools within the valley have a long and proud history of working with each other and with their communities to provide quality educational, cultural and sporting opportunities for all students.

Our environmental program is innovative, with planting, recycling and energy saving programs operating within a whole school education for sustainability initiative. This enables us to reduce our ecological footprint and create a natural, tranquil setting.

We have an extensive technology presence throughout the school, combining internet connected computers with interactive whiteboards in every classroom.

In 2010 two brand new classrooms were built at Coramba. Equipped with air-conditioning, interactive whiteboards and computer networking, these rooms are modern, spacious and comfortable.

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

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**P & C message**

The Coramba Public School P & C has had another very successful year. The dedicated committee has worked extremely hard with the support of family members and friends. This has kept the bank balance respectable as well as providing much needed funds for the school for equipment and subsidising events.

This year the P & C ran many fund raisers which included:

- The Cross Country-athon, running of the Orara Valley Cross Country Canteen at Nana Glen, Cake stall on Election Day, Easter Raffle, Ritchies Cards, Grandparents Day Raffle, Father’s Day Stall, Pie Drive, Disco and T Towel and Apron Fundraiser. These events raised approximately $3000.

As well as fund raising we also continued to operate the school uniform service. The P & C have now stocked up on uniforms for 2012 which are available from the office.

Our canteen has been performing well. A big thank you to the dedication of Leonie Bull and all the helpers both in the canteen on Mondays and the cooks of the yummy treats. The canteen was responsible in raising over $2000 this year for the P&C. Leonie’s roster system worked well throughout the year with new helpers appearing each term. The school canteen is very popular with students either to order lunch or buy one of the yummy treats at recess. The canteen is a large part of the annual fundraising for the P & C.

Utilising the money we had raised, this year the P & C purchased readers and dictionaries, subsidised the end of year party day at the Big Banana and subsidised the bus for the Intensive Swimming Scheme for learner swimmers. The P & C will also be contributing to the bus cost for the Intensive Swim Scheme for Years 3-6 in Term 1, 2012.

I would like to thank everyone for their support of the P & C in all of our fundraising ventures. Our meetings are on Monday nights in week 3 and 8 of each term. Please feel free to come along to the meetings; it would be fantastic to see you there.

Leanne Grocott
Student representative’s message

Summer and I have been at Coramba School since we were in kindergarten. We have grown up with lots of different captains at the school. We have seen them do a great job and we have thought growing up that it would be great to be a captain like they were.

When Georgia and Jordan announced last year that Summer and I were the captains we hoped from then that we could do as good as job as everyone else has.

This year we have done lots of great things to represent this school as captains. We have run Grandparents Day; we have marched on ANZAC Day and laid a wreath at the memorial in Coffs Harbour. We have run fundraisers to support charities like Daffodil Day, Stewart House and the Cancer Council. At school Summer and I have presented poems for Remembrance Day. We have run and set up assemblies and done our part in musical items for this school.

We have watched and helped this school evolve to a better place. The patch of grass by the side of the 5/6 classroom used to once be where our K/1/2 classroom used to be. We have moved the sandpit to tie in with the fixed equipment. The sandpit used to be where the new classrooms are now. We have grown gardens in this school like the garden beside the new classroom. We have grown a big garden down near the fixed equipment where there is now a water feature in the shape of a king parrot.

We are going off to high school next year and we will miss this great school. We hope that the school keeps developing and that the new captains that are elected every year have as much fun being captains as Summer and I have. We’ve had a great time at this school and we will remember our great time at here.

By Summer White and Matt Thompson

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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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</tr>
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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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Management of non-attendance

Non-attendance issues are initially addressed through early contact with the families of children who are non-attending. This communication process, which is quite informal, has been sufficient so far in improving the
attendance rates for non-attenders. The use of DEC personnel such as the Home School Liaison Officer has not been required, but it still remains as an important aspect of our attendance management policy.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<td>K/1/2</td>
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<td>4</td>
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<td>15</td>
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<td>K/1/2</td>
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<td>17</td>
</tr>
<tr>
<td>3/4/5</td>
<td>4</td>
<td>9</td>
<td>17</td>
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<tr>
<td>3/4/5</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>12</td>
<td>21</td>
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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

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<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</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>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>.462</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
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<tr>
<td>Total</td>
<td>3.462</td>
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</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous people employed at Coramba PS.

Staff retention

All teaching staff from 2010 remained at Coramba PS for 2011. This staffing arrangement is unchanged for 2012.

Our School Administrative Manager, Cheryl Young retired in October 2011. Her position, which has been filled since 2008 on a temporary basis by Mr Andrew McPherson, has been filled by Mrs Leanne Moss. She will commence duties in 2012.

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>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>173404.43</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning         | 16455.66   |
| Key learning areas          |            |
| Excursions                  | 12030.30   |
| Extracurricular dissections | 4310.14    |
| Library                     | 3029.67    |
| Training & development      | 2002.78    |
| Tied funds                  | 33471.05   |
| Casual relief teachers      | 8782.64    |
| Administration & office     | 30593.40   |
| School-operated canteen     | 0.00       |
| Utilities                   | 960.82     |
| Maintenance                 | 11805.04   |
| Trust accounts              |            |
| Capital programs            | 0.00       |
| Total expenditure           | 135002.91  |
| Balance carried forward     | 38401.52   |
A full copy of the school’s 2011 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 2011

Achievements

Arts

Our music program continues in its fourth year under the direction of Mrs Papadakis. The program provides all students with the opportunity to learn and perform as part of a choir and instrument ensemble. Lessons also encompass musical literacy, analysis, drama, dance, composition and improvisation. Our two major highlights during the year were the annual Grandparent’s Day and Presentation Night. The repertoire for these events covered Jazz, Gospel, Contemporary and Ethnic genres with all students participating in both band and choir. Our presentation night consisted entirely of whole school items which showcased every student in the school performing together as part of a large vocal and instrument ensemble. The evening culminated in a ten minute Disney Classics Medley, as the finale.

This first OVLC Gifted and Talented Day, focussing on Visual Art, was held in Term 1, with the children being led through a series of different techniques and mediums by local artist and teacher, Mrs Louise DeMasi. Judging from the high degree of enthusiasm from all children and the quality of the completed works it was a most successful day.

Excursions

Twenty one students from Year 5 and Year 6 enjoyed a three night excursion to Sydney in Term 4. Together with students from the other Orara Valley schools the trip involved visits to such places as the Taronga Zoo, Sydney Tower, The Maritime Museum, Sydney Aquarium, Imax Theatre and the Capitol Theatre to see a performance of Mary Poppins. While in Sydney we stayed at the Naamaroo Conference Centre located in Lane Cove.

Students from Year 3 and Year 4 visited the Cascade Field Studies Centre for a two night stay in Term 4. While at Cascade our students were involved in a variety of outdoor educational experiences utilizing the surrounding rainforest environment.

Sport

The sporting program at Coramba PS continues to emphasize 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 and Softball took place this year. These competitions emphasise enjoyment, participation and skill development in the context of mixed teams comprising of 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, Regional and State levels.
**Orara Valley Swimming Carnival**

This carnival was held at the valley pool. All seven valley schools attended, as well as Corindi. Our team did a fantastic job, competing strongly in all events. It was wonderful to see them all hopping in and having a go, with a smile on their faces.

There were some excellent performances that saw some of our children selected to represent the valley at the Coffs Harbour Primary Schools Sport Association (PSSA) carnival. Two of our children, Tara Everson and Mika Cain swam so well they were awarded the Champion’s trophy for Junior Girls and 11 Years Boys respectively. What a great effort! These two children, together with Joe Vallance, Dean Collins, Dylan Barrett and Thomas Bonser represented our school at the CHPSSA Carnival in Coffs.

**Cross Country**

A very keen team of runners descended on the Nana Glen Equestrian Centre to take part in the 2011 OVLC Cross Country. Every child tried very hard in their race and we were very pleased with our overall performance. Our two standout athletes were Mikayla Lobb and Morgan Rose who won their respective age groups. Both girls raced very intelligently over the distance, leaving themselves with enough energy to finish strongly over the final downhill section. Other children who ran well enough to finish in the top ten earned a place on the OVLC team to contest the CHPSSA Cross Country at Woolgoolga.

At the Coffs Harbour PSSA carnival our children, Mikayla Lobb, Morgan Rose and Tara Everson were successful in gaining selection to compete at the Mid North Coast PSSA carnival. These children finished 6th, 7th and 11th in their respective age divisions. At this carnival Morgan Rose and Tara Everson did a wonderful job in representing our school, with Tara finishing fourth in the 8/9 Years Girls, while Morgan finished sixth in the 10 Years Girls. Tara then finished her season with an excellent performance at the North Coast Carnival, where she finished seventh.

**Athletics**

The age group champions for our school in 2011 were as follows.

- **Sub Junior Girl**: Paige Luck
- **Sub Junior Boy**: Matthew Cain
- **Junior Girl**: Gemma Rigoni
- **Junior Boy**: Daniel Brittan
- **11 Years Girl**: Mikayla Lobb
- **11 Years Boy**: Billie Thorncroft
- **12/13 Years Girl**: Summer White
- **12/13 Years Boy**: Matt Thompson
  - Caleb Wilkie

**Champion House**: Cedar

A large team of competitors contested a wide range of events at the OVLC Athletics Carnival. At this carnival thirteen competitors were selected to compete at the Coffs Harbour Carnival.

Tara Everson continued her strong cross country form from last term by winning the Junior Girls 800m in great style. Morgan Rose finished a very creditable fourth in the same event so we were represented by both girls at the next level, the MNC PSSA Athletics Carnival. Gemma Rigoni ran an excellent race in the 9 Years Girls 100m, finishing second in the final. She too competed at the next level. Mikayla Lobb finished third in the 11 Years Girls 800m, thus clinching a place at the next carnival. Our last competitor to make it to the next level was Jamie Seccombe, who came second in the Junior Boys Discus.
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.

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 2011 seven Year 3 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

- Year 3 2011 NAPLAN results for writing show student performance significantly above State and North Coast average.
- Year 3 2011 NAPLAN results for reading, spelling, grammar and punctuation show student performance below State average but above North Coast average.

Numeracy – NAPLAN Year 3
In the NAPLAN in numeracy in 2011 eight Year 3 students sat for the test. The areas being reported on are number, patterns, algebra, and measurement, data, space and geometry.

- Year 3 2011 NAPLAN results for numeracy, data, measurement, space and geometry show student performance above State and North Coast average.

- Year 3 2011 NAPLAN results for number, patterns and algebra show student performance below State average and above North Coast average.

Literacy – NAPLAN Year 5
In the NAPLAN in literacy in 2011 ten Year 5 students sat for the test. The four strands being reported on are writing, reading, spelling, grammar and punctuation.

- The school placed below State average for reading, writing and spelling and grammar and punctuation.
- Reading results show greater growth than the State.
- Writing, spelling and grammar and punctuation results show growth less than the State and North Coast.

Numeracy – NAPLAN Year 5
In the NAPLAN in numeracy in 2011 ten Year 5 students sat for the test. The areas being reported on are number, patterns and algebra, and measurement, data, space and geometry.

- 2011 NAPLAN results for Year 5 indicate a growth less than State and North Coast for Numeracy.
- 2011 NAPLAN results for Year 5 show the school performing below State and North Coast average for all strands of Numeracy.

Progress in literacy
Trend data for the last three years indicates Year 5 and Year 3 students are performing significantly above the State, North Coast and Coffs Harbour average for writing. These students are performing around State, North Coast and Coffs Harbour average for reading. For spelling, grammar and punctuation, Year 5 students have higher numbers in the lowest two bands, equal numbers in the middle two bands and lower numbers in the highest two bands compared to State, North Coast and Coffs Harbour. Year 3 students have higher numbers in the lowest two bands, equal numbers in the middle two bands and lower numbers in the highest two bands compared to State, and similar numbers in all bands to North Coast and Coffs Harbour.
Progress in numeracy

Trend data for the last three years indicates Year 5 students have been performing close to State average for overall numeracy and the strands of data, measurement, space and geometry, and number patterns and algebra. Year 5 students have slightly lower numbers in the two highest bands for numeracy, data, space, geometry, number, patterns and algebra compared to State, North Coast and Coffs Harbour. These students have higher numbers for all strands for the middle two bands, and lower numbers for the lowest two bands, compared to State, North Coast and Coffs Harbour. Year 3 students have slightly lower numbers for all strands in the two highest bands, higher numbers for the middle two bands, and lower numbers for the lowest two bands compared to State. These students have similar numbers for all strands for the two highest bands, higher numbers for the middle two bands, and lower numbers for the lowest two bands, compared to North Coast and Coffs Harbour.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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Significant programs and initiatives

Aboriginal education

This year in Term 1 we continued with our OVLC Self Nominated Project (SNP) that looked at the local Gumbaynggirr people and culture. Class teachers finished teaching their classroom programs that were developed in 2009 and focused on the local stories, culture and history of the Gumbaynggirr people.

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 in Term 4. The Year 6 students displayed 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.

**Gifted and Talented**

This year the OVLC implemented a Gifted and Talented Program to cater to those children who show particular skills in academic areas. Programs were run in Art, Maths, Science and English. Various children were chosen to participate in these events, from across the primary grades. Programs were run at various venues in the valley and Coffs Harbour, led by teachers and community personnel such as staff from the Marine Science Centre.

**Debating**

The OVLC Debating Program continued to run again this year. We completed two debates against Ulong PS and Nana Glen PS. For the Nana Glen debate we utilized the videoconferencing facilities. This provided the children with the unusual experience of debating over the Connected Classroom platform.

A team comprising Matt Thompson, Ben Vallance, Brendan Murrell and Caleb Wilkie, Luke Collett, Erin Phillips, Tom Bates and Mikayla Lobb travelled to Upper Orara PS for the Great Debate. We fielded a second team in the competition to cover the gaps left by Karangi and Glenreagh who were unable to make it to this year’s event. The newcomers acquitted themselves very well throughout the competition, showing great improvement as the day went on. Each of our teams contested four debates over the day, against each of the other participating schools. The team led by Matt Thompson, comprising Matt, Brendan, Tom and Erin won three of their debates and finished second overall. This was a terrific effort. Our team led by Ben, with Caleb, Luke and Mikayla started with a couple of losses, but finished strongly to finish fourth overall.

**Environment**

Coramba PS continued its association with the Youth Environment Council. Activities this year included a visit to a Bellingen farm where they learned about organic farming practices and made a delicious vegetable soup and orange for lunch. The final activity for the year was a whale-watching cruise, where the last members of the humpback migration were spotted on their way back south for the summer.

Students in Year 5 and Year 6 participated in this year’s on-line Murder Under the Microscope program. An intensive three week period of investigations, research and hypothesizing culminated with a successful nomination of the murder victim, the villain and the location. This was an excellent achievement as this year was a particularly difficult scenario and it required a great deal of expert team work and clear thinking.

In our Education for Sustainability Program this year we have studied Water and Energy. These units addressed the outcomes for each stage in the Science and Technology and Human Society and Its Environment Key Learning Areas. They
were treated across the whole school, within the same timeframe, ensuring consistency in approach and efficiency in the use of resources.

Water Watch surveys of the Orara River were conducted by Class 5/6.

Coramba PS has remained totally committed to recycling. Green waste is greatly reduced as food scraps are composted or given to our chooks. Paper is shredded for use in our chook house and worm farm. All classes try to reduce our carbon footprint by turning off lights and computers when they are not being used. Air conditioners are only used when absolutely necessary. Water usage has been reduced with the installation of two water tanks.

A special feature garden has been created around the new classroom building. Varieties of native plants including grass trees, native grasses, kangaroos paw and cordylines have been planted.

We celebrated National Tree Day by planting over fifty trees to establish gardens where demountables had recently been removed.

A new sandpit was completed, through the help of Terry Thorn, next to the fixed equipment playground.

Class 5/6 completed the Climate Clever Project. We now have a water feature, featuring the school emblem, a king parrot, powered by a solar panel. They also visited the Coffs Harbour library for information sessions about energy production using solar panels, savings in carbon emissions and sustainable living. They visited the Botanic Gardens where they studied the different habitats, including the mangrove catchment.

We again entered the Coffs Harbour Garden Competition. We won the Best Native Garden and Best Vegetable Garden sections as well as winning a prize in the Biggest Bean Competition. Class K/1/2 helped plant the vegetable garden, sowing spinach, cauliflower, beans, corn and snow peas. They cooked the rhubarb and ate it with ice cream. Some of them needed convincing to have a taste of the rhubarb, but they thought the snow peas were delicious.

Progress on 2011 targets

Target 1

To reduce the number of Year 3 and Year 5 students in the two minimal standard bands for spelling in NAPLAN from 11% for 2008-2010 to 5% for 2009-2011, and to increase the number of Year 3 and year 5 students in the two highest standard bands for spelling in NAPLAN from 15% in 2008-2010 to 25% in 2009-2011.

Our achievements include:

- The number of Year 3 and Year 5 students in the two minimal standard bands for spelling in NAPLAN reduced from 22% for 2008-2010 to 20% for 2009-2011. This was short of our target figure.
- The number of Year 3 and Year 5 students in the two highest standard bands for spelling in NAPLAN increased from 30% in 2008-2010 to 32% in 2009-2011. This was short of our target figure.
- 84% of all students achieved a success rate of > 90% for core spelling words. This was short of our target figure.
- Explicit and systematic teaching of spelling strategies was co-ordinated across the school, incorporating phonological, visual, morphemic and etymological aspects.
- A whole school program was developed to deliver consistency of language, method, content and assessment into every classroom. This program was implemented from Term 1, 2011.
A core list of words for each grade was implemented. Assessments of each list were recorded for every student.

A common editing process, incorporating symbols, was implemented K-6.

Professional learning opportunities for teachers in the teaching of spelling and in the formation of whole school strategies was undertaken at a school level, involving all staff.

Target 2

To increase the number of Year 3 and Year 5 students in the two highest standard bands for numeracy in NAPLAN from 12% in 2008-2010 to 18% in 2009-2011.

Our achievements include;

- The number of Year 3 and Year 5 students in the two highest standard bands for numeracy in NAPLAN decreased from 24% in 2008-2010 to 20% in 2009-2011. This was short of our target figure.
- Higher achieving students from year 4, 5 and 6 participated in GATS activities at Orara Valley Learning Community level.
- Best Start analysis was used 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 was provided as part of the school Learning Assistance and GAT programs.
- Professional learning opportunities for teachers in the teaching of Numeracy, including supporting teachers using ICT in teaching and learning was utilised when Ms Boyd completed a Connected Learning course for IWB users who were ready to move to the next level of classroom implementation.
- Teachers from the Orara Valley Learning Community worked together to facilitate sharing of expertise and resources.
- Parents were provided with information through regular numeracy articles in the newsletter and Information Evenings.

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 2011 our school carried out evaluations of Learning and Science and Technology.

Educational and management practice - Learning

Background

An evaluation of Learning 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 42% of parent surveys returned.

Findings and conclusions

Staff surveys indicated a strong commitment to collaborative practices between colleagues. It was indicated that sharing ideas and expertise is one of the most vital aspects improving the quality of teacher learning. Professional learning opportunities are valued highly as they allow for
critical reflection and promote understanding of effective teaching practices.

Student surveys indicated students were very aware that the school expects them to do their best. Support was also shown for the role of the teacher in helping them to find new ways to learn in class. Students indicated they felt more time was given to working individually rather than collaboratively.

Parent surveys indicated a strong support for the school having high expectations for student performance. The learning opportunities and the learning environment are seen as a very positive aspect of Coramba PS. It was agreed that their child almost always has access to good equipment.

Future directions
It is anticipated that the staff at Coramba PS will undertake Professional Learning in the processes of school improvement. This will enable us to accurately assess the quality and effectiveness of our learning programs and design and implement appropriate programs of improvement.

Findings and conclusions
Staff surveys indicated general agreement that all students were achieving stage appropriate syllabus outcomes. There was strong agreement that teachers were using a range of technologies in the classroom and that students were improving their ability to investigate, design and make.

Students were in agreement that Science and Technology was important to them. Students indicated they felt more time was given to working individually rather than collaboratively. Students indicated strongly that they enjoyed ‘hands on’ activities and excursions.

Parents were almost unanimous in their strong agreement that Science and Technology was an important subject. Universal agreement was expressed by parents that their child was developing new scientific and technology skills and enjoying learning about Science and technology issues.

Future directions
The school will continue to support the implementation of Science and Technology into the classrooms through appropriate and strategic resource acquisition and teacher professional learning. We will design teaching programs that involve ‘hands on’ activities that reinforce the knowledge and skills being introduced within the syllabus.

Professional learning
The majority of Professional learning activities for staff at Coramba PS in 2011 centered on Accelerated Literacy. Each term every teacher attended an Orara Valley Learning Community Accelerated Literacy program. This program involved all teachers from across the OVLC meeting at Coramba PS in stage groups to share experiences and learning about the theories and practices of accelerated literacy as it applied to their teaching in the classroom. These days also involved Julie Bryant, the AP for Learning Assistance, and the newly appointed Literacy Consultant for the Mid North Coast. Teachers were also involved in in-school professional learning as they studied various teaching programs produced for Accelerated Literacy by other teachers around the state, and assimilated these into their own teaching programs.

Curriculum – Science and Technology

Background
An evaluation of Science and Technology 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 42% of parent surveys returned.
Additionally, Ms Boyd participated in an on-line video conference course designed to improve the teacher’s skills using the IWB in the classroom. This was an after school program which ran for five weeks in Term 2.

Ms Boyd also attended a Best Start day in Term 4.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Each student will achieve individual learning goals in relation to Stage outcomes for Literacy.

2012 Targets to achieve this outcome include:

*Increase the number of Year 3 and year 5 students in the two highest standard bands for grammar and punctuation in NAPLAN from 20% in 2009-2011 to 42% (State Average) in 2010-2012 for Year 5 and from 40% in 2009-2011 to 52% (State Average) in 2010-2012 for Year 3.*

Strategies to achieve these targets include:

- Coordinate explicit and systematic teaching of grammar and punctuation strategies across the school to deliver consistency of language, method, content and assessment into every classroom.
- Conduct professional learning opportunities for teachers in the teaching of grammar and punctuation and in the formation of whole school strategies for the teaching of punctuation and grammar.
- Extend higher achieving students through GATS activities at school & OVLC level.
- Use Best Start analysis to inform individual student learning needs in Kindergarten.
- Target 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.
- Integrate ICT and Connected Classroom strategies into literacy initiatives.

School priority 2

Outcome for 2012–2014

Each student will achieve individual learning goals in relation to Stage outcomes for Numeracy.

2012 Targets to achieve this outcome include:

*Increase the number of Year 3 and year 5 students in the two highest standard bands for numeracy in NAPLAN from 17% in 2009-2011 to 32% (State Average) in 2010-2012 for Year 5 and from 22% in 2009-2011 to 40% (State Average) in 2010-2012 for Year 3.*

Strategies to achieve these targets include:

- Conduct professional learning opportunities for teachers in the teaching of numeracy and in the formation of whole school strategies for the teaching of numeracy.
- Build teachers’ capacity to identify and address all students’ numeracy needs through an OVLC initiative involving the sharing of expertise, resources and strategies across the OVLC.
- Conduct appropriate assessment and situational analysis procedures to accurately identify areas of strengths & weakness for individual students and school trends.
- Extend higher achieving students through GATS activities at school & OVLC level.
- Use Best Start analysis to inform individual student learning needs in Kindergarten.
- Target 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.
- Integrate ICT and Connected Classroom strategies into literacy initiatives.
School priority 3
Outcome for 2012–2014
Increased school leadership capacity to lead evidence based and strategic planning for school improvement.

2012 Targets to achieve this outcome include:
All OVLC staff will be trained in Team Leadership for School Improvement, school improvement teams will be formed, at least one area of school improvement will be identified at each school and a program to deliver improvement in that area will be established as a school plan target for 2013.

Strategies to achieve these targets include:

- Conduct a ‘Team Leadership for School Improvement’ course as an Orara Valley Learning Community School Development Day in Term 2, 2012 to provide professional learning opportunities in leadership and school improvement for all OVLC staff.
- Apply techniques learnt and tools acquired from TLSI course to accurately identify areas within each school that require improvement and establish specific school plan targets for 2013.
- Implement the program to deliver the agreed target(s).
- Share findings and processes with other OVLC schools at a SDD to be determined.

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: