Our school at a glance

Students

Our enrolment at the end of 2013 was 53 students. Our classes in 2013 were as follows

- Class K/1
- Class 2/3/4
- 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 music. In addition there is a full-time School Administrative Manager (SAM), a part-time School Administrative Officer (SAO), a School Learning Support Officer (SLSO) and a General Assistant.

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

Ms Boyd was on Maternity leave this year and was replaced by Mrs Louise DeMas. Mrs Morgan took part time leave and was replaced by Mr Tristan McNaught. Mrs Robyn Ryan was also employed as an SLSO to provide support through Integration funding.

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
- Live Life Well
- Accelerated Literacy
- Empowering Local Schools
- Orara Valley Learning Community (OVLC)

- Music
- LMBR implementation

Principal’s message

We believe that all students can be successful learners and work with the community to improve student outcomes.

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

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.

2013 was an eventful year for Coramba. The highlight of the year was the celebration of 125 years of providing public education at Coramba School. This huge event saw visitors from all over Australia return to Coramba and acknowledge the outstanding work that has occurred throughout the school’s history. A time capsule from 25 years ago was opened and then sealed to be opened in another 25 years. This time it contained work and mementos from 2013.

As part of the Live Life Well initiative, the school installed a new kitchen to allow the community to have greater involvement in preparing and cooking healthy food. The fruit and vegetables grown in the school grounds will be used in creating meals and items for sale to the local community.

Mr Peter Miles moved onto a new school after serving the Coramba community as Principal for 10 years. He was replaced by Relieving Principal, Mrs Michelle O’Donnell until a permanent replacement was appointed in September 2013. Ms Sue Bryen took up the position from September 5th 2013.

Throughout 2013 funds provided by ELSNP were used to improve the quality teaching and learning at Coramba. Staff were released off class to work on developing school targets and the school plan. Collaborative work was done on strategies to
improve identified target areas and how the school can monitor, assess and review work towards specific targets. Staff developed a greater understanding on the use of the Literacy and Numeracy continuum and how to use data to inform teaching. The main area of focus for ELSNP funds was Governance.

During 2013 LMBR implementation was started by 229 schools across NSW. This new administration software is part of significant reforms taking place in NSW Public Schools and Coramba staff were heavily involved in the trialing and use of this new software. This will continue in 2014.

Students were involved in many activities including Jump Rope for Heart, Year 5/6 went to Narabeen, sporting events and Grandparents Day. Coramba were also the winning school in the Park Beach Plaza shopping promotion with a cash prize of $10,000 to the school. The whole community effort in collecting and handing in their receipts resulted in the school purchasing a new keyboard and updating technology equipment in the classrooms.

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.

Ms Sue Bryen (Principal)

P & C message

The Coramba Public School P & C has had another very successful year. The dedicated committee has worked very hard with the support from family members & friends.

This has kept the bank balance respectable as well as providing much needed funds to the school for equipment and subsidising events and buses.

This year the P & C ran many fundraisers which included:

The Cross Country-A-Thon, Orara Valley Cross Country canteen at Nana Glen, Easter raffle, Richie’s cards, Athletics carnival canteen, Grandparent’s day raffle, Mothers’ and Fathers’ Day stall, Disco, Calendar fundraiser and Woolworths BBQ. These events raised approx. $2500.

As well as fundraising the P & C also continued to operate the school uniform service.

Our canteen performed well in 2013. Thanks to Perry and Sharilyn who were responsible for the roster and stocking the canteen. The canteen would not be possible without all the helpers both in the canteen on Mondays and the cooks of the yummy cakes and slices.

The canteen was responsible for raising over $3000 this year for the P&C. 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 dictionaries, subsidised the end of year party day at the Big Banana, subsidised the bus for whole school excursions and sports events throughout the year and have contributed to the purchase of an electronic keyboard and kitchen.

I would like to thank everyone including all of the teachers and admin for their support of the P & C in all of our fundraising ventures. Our meetings are on Monday nights at 6.00 pm in weeks 3 and 8 of each term. Please feel free to come along to the meetings.

Leanne Grocott (P & C President)

Student representative’s message

2013 was a very exciting year and we were proud to be elected as School Captains. It was a year of many changes and we were sad to see Mr Miles go to another school as he had been Principal for all of our time here. We enjoyed all the sports events we got to do as part of the Orara Valley Learning Community and we had some success in the Great Debate at Glenreagh. We were really lucky to win the $10,000 from the Plaza. Brenden even managed to persuade Park Beach Plaza to come and paint our toilets so we were double winners. Coramba is a great school with a caring community set in beautiful surroundings. We will remember our time at school as one of many happy memories and great friends.

Morgan Rose and Josh Berry (School Captains 2013)
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>38</td>
<td>37</td>
<td>36</td>
<td>30</td>
<td>28</td>
<td>26</td>
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<tr>
<td>Female</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>28</td>
<td>28</td>
<td>31</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.6</td>
<td>96.6</td>
<td>97.3</td>
<td>93.3</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.2</td>
<td>92.7</td>
<td>96.3</td>
<td>92.0</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>89.3</td>
<td>97.9</td>
<td>92.1</td>
<td>94.6</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.1</td>
<td>93.4</td>
<td>97.6</td>
<td>95.4</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>94.5</td>
<td>95.9</td>
<td>96.7</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.5</td>
<td>93.9</td>
<td>96.0</td>
<td>92.9</td>
<td>95.8</td>
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<td>6</td>
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<td>96.6</td>
<td>96.6</td>
<td>96.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.7</td>
<td>92.5</td>
<td>95.0</td>
<td>96.2</td>
<td>94.5</td>
<td>95.0</td>
</tr>
</tbody>
</table>

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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.568</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Currently there is no-one at the school who identifies as Aboriginal, employed as part of the school workforce.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70,387.95</td>
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<tr>
<td>Global funds</td>
<td>57,634.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>23,796.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>30,371.10</td>
</tr>
<tr>
<td>Interest</td>
<td>1,722.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,337.8</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>116,862.86</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>12,491.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>6,665.69</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5,503.07</td>
</tr>
<tr>
<td>Library</td>
<td>2,770.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,450.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62,733.38</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4,776.58</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>25,921.03</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,135.79</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,872.42</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,020.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>145,340.82</td>
</tr>
</tbody>
</table>

**Balance carried forward** 41,910.04

A full copy of the school’s 2013 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 2013

**Literacy – NAPLAN Year 3**

In the NAPLAN in literacy in 2013 9 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.

**Numeracy – NAPLAN Year 3**

In the NAPLAN in numeracy in 2013 9 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 2013 8 Year 5 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 5**

In the NAPLAN in numeracy in 2013 8 Year 5 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.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

School Achievements
The music program continues in its sixth 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 three major highlights during the year were the annual ‘Grandparent’s Day’, the 125th Anniversary and Presentation night. The students and Mrs Papadakis wrote and created a special song about Coramba for the 125 year celebrations. 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.

Gifted and Talented OVLC Opportunities
This OVLC Gifted and Talented days continued with students being involved in k-2 Enrichment Days, Science, Maths and Art opportunities across the Orara Valley. Local artist and class teacher Mrs Louise De Masi was able to provide a Visual Arts day for students from across the valley. Judging from the high degree of enthusiasm from all children and the quality of the completed works these days continue to be popular.

Excursions
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 Narabeen in Sydney. The children were on their very best behaviour for the whole trip and the children got the opportunity to see a State of Origin game as well as activities such as gym, archery, rope course and rock climbing.

Cascade Environmental Centre
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 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 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 even state levels.

Orara Valley Swimming Carnival
This carnival was held, at the valley pool. All seven valley schools attended, as well as Corindi. Our squad of swimmers travelled to the Orara Valley Community pool and were successful by
becoming the Handicap Points winners. It was a fantastic performance by all of our children, and we are very proud of their efforts. There were some standout performances throughout the day, including Tara Everson and Gabe Papadakis. Some children were selected to go on to the Mid North Coast Carnival including Tara and Gabe, Jemma Rigoni and Jaye Everson. Tara was particularly successful and came 1st in Butterfly (50m), Breaststroke (50m) and the 200m Medley. No doubt Tara is a name to watch out for in the future of Australian swimming.

**North Coast PSSA Cross Country**

Paige Luck was the winner in her age group (8/9) at the PSSA Cross Country event held in Lismore. All students at Coramba got the opportunity to take part in a school ’Cross Country-A-Thon’ and also the Orara Valley Cross Country event at Nana Glen.

**Athletics**

The age group champions for our school for 2013 are as follows.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Girl</td>
<td>Paige Luck</td>
</tr>
<tr>
<td>Junior Boy</td>
<td>Gabriel Papadakis</td>
</tr>
<tr>
<td>11 yr Girl</td>
<td>Tara Everson</td>
</tr>
<tr>
<td>11 Yr Boy</td>
<td>Brayden Thorncroft</td>
</tr>
<tr>
<td>12/13 Yr Girl</td>
<td>Morgan Rose</td>
</tr>
<tr>
<td>12/13 Yr Boy</td>
<td>Daniel Britten</td>
</tr>
</tbody>
</table>

**Champion House**  Cedar

**Significant programs and initiatives**

**Aboriginal education**

Class teachers continued teaching within their classroom programs that focused on the local stories, culture and history of the Gumbaynggirr people.

**Empowering Local Schools National Partnership Program**

Teachers participated in Professional Learning and development on Literacy and Numeracy through funding provided through the Empowering Local Schools National Partnership Program. This additional funding was available for 2013 to employ a teacher to allow staff collaboration in benchmarking and assessing students on the Literacy and Numeracy continuums.

**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 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. Various successful fundraising events were held throughout the year.

**Tournament of the Minds**

Students from year 5 and 6 took part in OVLC’s annual ‘Tournament of the Minds’ challenge. This allowed students a great opportunity to display problem solving and teamwork capabilities.

**Debating**

The OVLC debating program continued to run again this year. We completed debates both face to face and using the VC facilities. This provided the children with the experience of debating over the Connected Classroom platform and integrating technology into their English lessons.

A number of Orara Valley schools competed against each other at the Great Debate held at Nana Glen. Once again it was a great opportunity for students to work alongside their peers within the valley.

**Environment**

Coramba PS continued 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 in the 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 staff visited the school in term 4 to revise the processes for water testing and teach the children of the importance of maintaining clean waterways. They then awarded the school a Waterwise certificate.

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.

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.

We again entered the Coffs Harbour Garden Competition and were successful in our bid for funding for an Indigenous Outdoor Learning Area. Mrs Cheeseman is planning the design of the garden which is expected to be completed early 2014.
Progress on 2012 targets

Target 1

*Increase the percentage (or number) of students achieving grade appropriate clusters in the Aspects of writing aspect of the Literacy Continuum, demonstrated by:*

- **Year 1** 87.5%
- **Year 2** 100%
- **Year 3** 55%
- **Year 4** 60%
- **Year 5** 50%
- **Year 6** 50%

Our achievements include;

Staff were involved in some Professional Development provided by the Department of Education around the new NSW BOS syllabus for English. Staff were also involved in in school collaborative learning using the Literacy Continuum to provide the focus for developing quality learning programs.

*Students in Year 5 showed significant growth in Grammar and Punctuation NAPLAN with no children in Year 5 appearing in Bands 3 or 4 in writing. Students in Year 3 all achieved Bands 4, 5 and 6 in writing in 2013. The school average for NAPLAN writing in Year 5 in Bands 7 and 8 for 2011-2013 is 14.8 %.*

We did not achieve our targets of percentages of students achieving grade appropriate levels using the clusters. Best Start analysis was used to assess the kindergarten children at the start of the year. Student achievement as per the Literacy and Numeracy Continuums was measured and data entered every five weeks for the balance of the year.

The Coramba PS Learning and Support Team identified students who were eligible for placement on the Learning and Support Teacher program for 2013. This identification process used external data, such as NAPLAN, and classroom assessments, both formal and anecdotal. These children were given individual learning plans addressing their area of need. LST meetings were held fortnightly to track student progress and make appropriate adjustments.

High achieving students were identified in stage 2 and 3 for inclusion in the OVLC G & T Program.

**Target 2**

*Increase the percentage (or number) of students achieving grade appropriate levels in early arithmetical strategies and/or place value aspects of the Numeracy Continuum, demonstrated by: (see attachment, Coramba PS Numeracy Target 2012-2014)*

Our achievements include;

The number of Year 3 and Year 5 students in the two highest standard bands for numeracy in NAPLAN did not significantly improve from 2012.

Teachers continued to implement Newman’s Analysis for problem solving in Maths and students are working on comprehending the language used in mathematics. Students are encouraged to use a variety of strategies to solve problems and work alongside others to discuss and analyse their methods.

Staff data analysis has indicated the following issues

1. Students had difficulty in identifying what the problem was asking them to do and were missing out the second part of the question.
2. Students had difficulty in establishing appropriate number sentences to help them solve the problem.
3. Students had difficulty in writing out their thinking and strategies that answered the question being asked.

In 2014 the students will all be expected to continue with the use of Newman’s Error Analysis and other methods of working through mathematical problems and the specific strategies for solving problems.

Best Start analysis was used to assess the kindergarten children at the start of the year. Student achievement as per the Literacy and Numeracy Continuums was measured and data entered every five weeks for the balance of the year.
Staff were also given access to the Numeracy Continuum website for information on explicit teaching methods and collection of evidence in the area of EAS and place value.

**Target 3**

*School improvement teams will be maintained, to deliver improvement as defined by the literacy and numeracy targets established for 2013*

The development of whole school plans for situation analysis and target setting was continued as staff had specific input into analysis of data and the evaluation of the school plan. The elements from TLSI were incorporated as staff were involved in distributed leadership and the creation of a strategic plan for 2014-2016.

As a result of our analysis it was decided to use the Literacy and Numeracy Continuums as a basis for assessing student performance across the school and planning specific educational programs to meet the identified areas of need.

Staff were involved in significant discussion and planning following the appointment of a new Principal and the community were also consulted to assist in prioritising areas for improvement. The staff used the School Improvement Tool (ACER) to create a current situational analysis and benchmark.

The Orara Valley Learning Community decided to embark on a focus on Comprehension and used the Focus on Reading 3-6 framework for professional development. Staff were involved in workshops delivered by other Orara Valley teachers that had attended training with Deanie Nicholls from Nana Glen as the co-ordinator. Staff purchased the reading 3-6 modules and have decided to work collaboratively as a school to work through the modules. This decision, combined with the school involvement in Visible Learning with Bowraville, Stuarts Point and Fredericton Schools and the implications of LMBR allows for the Coramba staff to create a ‘just in time’ approach to the literacy and numeracy needs of the students.

Literacy and Numeracy Continuums to provide the basis for the educational programs we designed to meet our targets. Plans for 2014 include a whole school continual analysis to accurately establish where our students sit on the continuums. These placements will then inform our immediate planning needs for the educational programs being delivered in each classroom. Such teaching programs will be short term, around two to three weeks in length, focussing on specific markers in the identified aspects being taught. Staff will be involved in collaborative planning and who school themes.

**School evaluation**

‘NSW public schools conduct evaluation to support the effective implementation of the School Plan. In 2013 our school carried out evaluation of literacy, in particular the aspect of comprehension.

**Background**

Classroom analysis by teachers and data analysis of NAPLAN indicated we were not achieving at stage outcome levels for a significant number of children across all stages. The literacy continuum was used as the baseline for all assessments with each child being placed at a cluster in the ‘Aspects of Comprehension’ aspect. Specific attention was paid to evidence of the students understanding of a variety of texts, including visual literacy and multi modal texts.

**Findings and conclusions**

Findings showed that less than 20% of children attained a grade appropriate ranking for their comprehension aspect, based on the Literacy Continuum clusters. In most cases, children were ranked at one or two clusters below their grade appropriate cluster, while some children were ranked three or more clusters below.

The obvious conclusion to be drawn from these findings is that we need to address the poor performance of a significant number of children in the area of Comprehension and continue to assist students in understanding how they can improve their performance. The school will be using the ‘Visible Learning’ framework developed by John Hattie which is designed to make the leaning intention more explicit and the use of success criteria gives students a better understanding of how to improve and show evidence of their understanding.

**Future directions**

As a result of these findings it has been decided to;

- Coordinate explicit and systematic teaching of English strategies, based on the Literacy Continuum Aspect of
Comprehension, across the school to deliver consistency of language, method, content and assessment into every classroom.

- Conduct professional learning opportunities for teachers in the use of Visible Learning strategies that makes the learning intention of the lesson very specific, focussed on one skill and clear to the students.
- Extend higher achieving students through GATS activities at school & OVLC level
- Use PLAN analysis and the learning plans created to inform individual student learning needs throughout the school. Flexible grouping will assist in providing child appropriate activities.
- 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 and teacher anecdotal evidence.

Integrate ICT and Connected Classroom strategies into all KLAs.

**Professional learning**

The majority of Professional Learning activities for staff at Coramba PS in 2013 centred on developing an understanding of the use of the Literacy and Numeracy continuums and accurate evidence based assessment of students. The introduction courses for the English syllabus implementation from 2014 was also undertaken by staff. The Literacy Consultant was also engaged for a series of staff meetings to educate staff about the Literacy Continuum, the new syllabus, evidence based strategies for improving student achievement and Visible Learning. As a result of these sessions the school has adopted the continuum as the base for assessing and monitoring student achievement.

**School planning 2014-2016**

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 planning 2014-2016: progress in 2014**

**School priority 1**

**Curriculum**

Implementation of NSW BOS English syllabus resulting in improved outcomes in Comprehension.

**Outcomes from 2014**

*Whole school approach to planning for student improvement in Comprehension using PLAN resulting in 50% of students in K-4 achieving age appropriate skills as identified on the Comprehension aspect of the Literacy continuum.*

**Evidence of progress towards outcomes in 2014:**

- Consistency of planning proformas in teacher programs, resulting in specific skills being identified, assessed and goals set by both teachers and students.
- Development of personal learning goals by students to achieve specific markers from the continuum.
- All staff entering student data every 5 weeks using PLAN software.
- Increased number of students achieving specific markers within cluster and able to produce consistent evidence of use of acquired skill.

**Strategies to achieve these outcomes in 2014**

- Explicit teaching of Reading 3-6 strategies for comprehension and identify skills through informative, persuasive and imaginative texts.
- Whole school approach to planning and use of monitoring and recording sheets obtained through teacher sharing sites, Yammer, 21st Century snapshot, etc.
- Students taught specific qualities of good comprehension and the strategies to use to connect with the text, monitor and summarize, predict, questioning and visualizing...
• Use of continuum to assess and monitor progress every 5 weeks. Student progress plotted on PLAN.

School priority 2
Teaching and Learning/Student Engagement.
The use of Data Driven Instruction to inform teaching and use of Visible Learning strategies to improve student self-assessment capabilities.

Outcomes from 2014-2016
100% of staff using PLAN software and Learning Plans to develop differentiated, flexible groupings to improve student outcomes in Literacy and Numeracy.

Evidence of progress towards outcomes in 2014:
• Students identified as working towards specific markers in Comprehension cluster and achievements recorded through PLAN and school based recording.
• Students able to identify where they are on Literacy and Numeracy continuum by the end of the year and use age appropriate language to explain what this means.
• Students becoming increasingly capable of using specific language relating to target - Where am I? Where am I going? How do I get there?
• Staff use of Assessment for Learning, Assessment as learning and assessment of learning.

Strategies to achieve these outcomes in 2014:
• Clear learning intention and focus skill made explicit within the lesson. Students can refer to examples of good practice.
• Student self-monitoring and use of rubrics and success criteria towards the end of the year as students become more assessment capable learners.
• Professional development for whole school in Visible Learning framework in collaboration with school cluster of Bowraville, Frederickton and Stuarts Point.

• Professional development in the research and findings of John Hattie, Dylan Willam and Carol Dweck on student self-evaluation, assessment for learning and growth mindset.

School priority 3
Whole School Improvement
Whole staff working to improve student outcomes and demonstrate high expectations through collaboration, continual learning and LMBR implementation.

Outcomes from 2014-2016
School self-evaluation identifies improvement from medium to high in analysis and discussion of data, differentiated teaching and learning and systematic curriculum delivery as identified in the National School Improvement Tool document 2013.

Evidence of progress towards outcomes in 2013:
• Evidence of use and analysis of PLAN data on a regular basis by all teaching staff
• Time is set aside in staff meetings and other appropriate times to discuss student data and whole school strategies for improvement.
• School program and curriculum delivery identify a shared vision (every child can be a successful learner) and deep knowledge of the English syllabus.
• Assessment tasks are developed and anecdotal evidence is recorded of student achievements.

• Strategies to achieve these outcomes in 2014:
• Students are introduced to the language and meaning of the Literacy and Numeracy continuums and encouraged to strive for improvement.
• Students are explicitly taught about growth mindset, how to learn and the characteristics of a good learner.
• SALM software is used to monitor, record and track student identified needs. Specific events and personalized plans are uploaded to SALM.
Professional learning

Staff will be involved in significant Professional Learning throughout 2014 and beyond. As the National Standards for Teachers is introduced, LMBR software is rolled out, the NSW BOS syllabi is implemented and other NSW DEC Reforms are introduced, the staff at Coramba School will continue to embrace change and develop their professional skills and understanding to provide the best quality education to all students.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below;

100% of staff are committed to whole school improvement and wish to take part in more professional learning about improving student outcomes.

100% of teaching staff would like a greater opportunity to work alongside colleagues, both within school and across schools, to increase knowledge and understanding of the NSW BOS syllabi.

Children in Years 5 and 6 would like to have a better understanding of what is expected of them in their work and have clear goals and targets to work towards.

Students and parents are very proud of the school, its traditions and beautiful environment.

Parents enjoy the opportunities to be involved in school activities and regular informal conversations with staff. They are proud of the caring, family atmosphere of the school.

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: