School context statement

The school FOEI was 110 for 2014. The isolation index is 1.9. 22 children are in Quarter 1 at 29.6% and 10 children are in Quarter 2 at 13.5%. 10.6% of students identify as Aboriginal. The EAL/D need is 24.

The school has a diverse community and the school has a proud reputation of serving Coramba for over 126 years. The community today still sees Coramba School as the hub of the town and the school uses the local community hall for large gatherings and celebrations.

Principals Message

2014 was a successful and busy year for Coramba Public School and student outcomes showed a significant improvement from 2013.

Whilst we formally recognise a number of students for academic, sporting and cultural achievements, all the boys and girls within our school should feel proud and be congratulated for their fine efforts throughout the year. Each day I see students who are putting in every effort to achieve their personal best. I congratulate each one of you and commend you all on the personal goals you have achieved this year.

2014 has been a wonderful year with outstanding achievements in many areas. In Literacy and Numeracy we have seen some students produce work that is above the standard expected for their age. In creative arts and sports we have seen students perform and compete successfully with larger schools and older students. The use of technology as a tool has seen our students’ work recognised and admired by a worldwide audience. We even appeared on TV showing off our Mathematical abilities.

We have provided cultural opportunities for students including

- a multicultural feast to celebrate the opening of our Indigenous Outdoor Learning Area.
- An interactive cultural experience from professional musicians
- One to one music lessons from experienced music teachers
- A Canadian principal teaching the students about school life on the other side of the world

Community involvement in Education Week activities in Coffs Harbour

Continued involvement in a variety of Orara Valley combined activities such as sport, debating and science

Individual students have been encouraged and supported to achieve excellence in their sporting life and we have had several students represented at State level again in 2014.

We want you all to know that your parents and teachers are very proud of all of you.

A critical factor in the success of each child is the classroom teacher. At Coramba, I am proud to say we have dedicated, experienced and caring staff who care about each and every child. I want to publicly thank each and every one of them for the pride they show in their work, their determination to do their best and their dedication to Coramba School.

In 2014 we have continued to focus on developing our students’ ability to

- Communicate effectively
- Think critically, solve problems and make informed decisions
- Use and apply their knowledge and use technology as a tool to assist their learning
- Work cooperatively with others
- Collaborate and challenge each other to be the best we can be

The following words represent the student voice of Coramba School. The words were collaboratively created by students as they reflected on the year.
At Coramba we celebrate because we embrace each other’s successes and enjoy sharing that with others. We inspire the community to strive for an enjoyable lifestyle which uses our strengths and improves our abilities and knowledge. We work together towards progress and change to create a brighter future for everybody. Coramba School embraces diversity, difference and shows empathy and compassion for others. We treat all students fairly and make them feel valued and cared for.

Every day we believe we can do better than the day before. We know that everybody can be successful and learn. We don’t give up when things get hard. We know that something worth having is worth the effort. A good education takes effort, persistence, responsibility and resilience. We are proud of our community and we will keep on improving our community so that together, we can build a brighter future.

During 2013 and 2014 the school implemented a new administrative system through LMBR. This ongoing change to electronic administration has been trialed in 229 schools in NSW since 2013. This trial and implementation is ongoing as new methods are revised. Significant training and new systems have been introduced as a result of these changes. This continues the work involved in 2012 as an ELS school. The school is now using SAP for finances and SALM for student management.

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)

Student information

At the end of 2014 there were 45 children enrolled in two classes. The classes for 2014 were K-3 and 4/5/6.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>37</td>
<td>36</td>
<td>30</td>
<td>28</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>26</td>
<td>28</td>
<td>31</td>
<td>27</td>
</tr>
</tbody>
</table>

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</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>97.0</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>96.1</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>94.5</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>96.2</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>97.9</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>
<td>97.1</td>
</tr>
<tr>
<td>6</td>
<td>90.2</td>
<td>96.6</td>
<td>96.6</td>
<td>96.2</td>
<td>94.2</td>
<td>92.5</td>
</tr>
<tr>
<td>Total</td>
<td>92.5</td>
<td>95.0</td>
<td>96.2</td>
<td>94.5</td>
<td>95.0</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Workforce information

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

During 2014 there was a reduction in staffing due to a small drop in student numbers. This resulted in one temporary member of staff, Mrs DeMasi, having her contract terminated at the end of Term 1. Mrs Morgan and Ms Boyd both worked part time sharing the K-3 class for the remainder of the year. Ms Bryen taught the 4/5/6 class and Mrs Cheeseman continued as the school librarian, part-time RFF teacher and Learning Support Teacher. The school was also allocated an additional 0.3 EAL/D teacher for three students newly arrived in Australia under the New Arrivals Program. This continued until the end of 2014. An SLSO Mrs Robyn Ryan was also employed to assist students with additional learning needs.

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>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.086</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4.186</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 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>
</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.

---

### Funds received through the Resource Allocation Model  
**[Coramba Public School]**

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base</strong></td>
<td>435,038</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>35,471</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Aboriginal</strong></td>
<td>1,532</td>
</tr>
<tr>
<td><strong>Socio-Economic</strong></td>
<td>8,964</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>24,975</td>
</tr>
<tr>
<td><strong>Targeted</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>1,950</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>472,472</td>
</tr>
</tbody>
</table>

---

### Schools AFS - Coramba as at 31 DEC 2014

<table>
<thead>
<tr>
<th>Description</th>
<th>DEC 2014 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(28,398)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(520,046)</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>(490,805)</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>(773)</td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>(27,859)</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>(608)</td>
</tr>
<tr>
<td>(2e) Gain and Loss</td>
<td></td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>496,967</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>496,967</td>
</tr>
<tr>
<td>Employee Related</td>
<td>437,878</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>59,088</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td></td>
</tr>
<tr>
<td>(3c) Employee Related</td>
<td></td>
</tr>
<tr>
<td>(3d) Operating Expenses</td>
<td></td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>(23,079)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(51,477)</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 Financial Statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

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.

Literacy – NAPLAN Year 3

In the NAPLAN in literacy in 2014 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 2014 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.

Other achievements

Significant programs and initiatives –

Music

Links with Coffs Harbour Regional Conservatorium were strengthened throughout 2014 as teachers taught students and Coramba hosted a winter series of concerts in the Community Hall. Students learnt piano and guitar and many children took the opportunity to sing as part of a selected choir when hosting the concerts in Coramba Hall. Students also joined other schools in the Orara Valley to create combined OVLC choirs singing in Coffs Harbour as part of Education Week celebrations. Coramba also planned and hosted all the Orara Valley schools in a combined teacher professional development activity and concert presented by Musica Viva. This experience, adding to the cultural experiences of the students in the Orara Valley, was seen as a great success by the students.

Sports

Students had the opportunity to add to the usual array of sports such as softball, soccer, athletics and swimming with the Orara Valley schools. Students also had lessons in cricket, basketball, wheelchair basketball and tennis as part of a range of sporting opportunities available to students. Several children were successful in representing the school at State level in Cross Country and Athletics. Some students also took part in local events such as Triathlons and cycling.
Gifted and Talented OVLC Opportunities
The OVLC Gifted and Talented days continued with students being involved in K-2 Enrichment Days, Science, Maths and Debating opportunities across the Orara Valley. Coramba hosted a Science day which was led by Mr Kevin Clancy and Mrs Kim Reynolds. Judging from the high degree of enthusiasm from all children and the quality of the completed works, these days continue to be popular. Students also used Video Conferencing facilities to practice for the debate with other local schools.

Excursions
Year 5 and 6 children joined with students from Nana Glen, Upper Orara, Ulong and Karangi Public Schools for their annual major excursion. The students travelled to the Great Aussie Bush Camp near the Central Coast of NSW. The students took part in a variety of challenging and unique activities such as zip line, muddy obstacle course, high ropes, rock wall climbing and the Big Swing. The new experiences and opportunities saw children reach new levels of confidence and many new friendships were formed as the children from the Orara Valley collaborated and supported each other.

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 utilising the surrounding rainforest environment. They were accompanied by a parent, Mr Everson and Mrs Sandra Cheesesman.

Aboriginal education
2014 saw the completion of our Indigenous Outdoor Learning Area. This area illustrates the significance of Coramba as a traditional meeting place for Aboriginal families and their connection to this land. The area is a shady, quiet area for children to enjoy connecting with nature and to gather and talk with friends. The timbers used were native to this region and were kindly donated by the Forestry Commission.

Aboriginal background
Coramba has 5.3% of students who identify as Aboriginal and received a small amount of funding as part of the RAM equity loading for these students. This was used to assist in personalising the learning for these students.

Multicultural education and anti-racism
As an ongoing part of their education, multicultural education is an important part of assisting students to recognise their place in a global community and see themselves as global citizens. Students took part in Harmony Day festivities and enjoyed a selection of foods from around the world. The whole community contributed to this variety of tastes and students shared new experiences. This year we welcomed students who had emigrated from the Philippines and also hosted an international Principal from Canada for two weeks. The students continue to use technology to view and share their knowledge with others around the world.
Socio-economic background

The RA&M allocation for socio-economic loading was used to employ a School Learning Support Officer. This person assisted in personalising and differentiating the learning for a number of students in the K-3 class.

Learning and Support

The school employed a Learning and Support Teacher for one day a week. This position is allocated to the school and assists in building teacher capability in catering for the needs of all students. Throughout 2014 there were significant gains made in assessing the individual needs of students and producing a systematic response to catering for these diverse needs. Staff also received assistance and training from the District Guidance Officer, the Learning and Engagement Officer, the AP LaST as well as online courses and professional development. The school now has a very comprehensive, strategic response to catering for student need.

Coramba initiatives

Throughout 2014 Coramba School staff worked collaboratively to improve outcomes for all students. This involved significant learning in the area of student engagement, student welfare, explicit teaching and differentiation. Teachers undertook significant learning in student assessment and planning based on data and evidence. Next year the school will be implementing a new Student Wellbeing program that incorporates all the skills necessary for future success and self-regulation. These efforts have been based on worldwide research of best practice and sustainable skills for future success. Coramba students also planned and took part in:

- Grandparents Day
- Bike Safety Day
- Biggest Morning Tea
- Jaimie Oliver Cooking Day
- Crazy Hair Day
- Musica Viva
- Easter Hat parade
- Coffs Harbor Show display
- Glenreagh Art competition

School planning and evaluation

2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student Safety, Welfare and Discipline
  Teachers and community regularly discussed the values and behaviours expected at Coramba Public School. School safety measures were implemented which included a visitors’ sign in book and improved end of school day pick up arrangements. Students also contributed their ideas and successfully took part in Peer Support programs.

- Learning Support
  Identification and response to student need was evaluated as part of an improvement in personalizing student tasks and differentiation in the classroom.
School planning 2012-2014:

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:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Achieving age appropriate comprehension skills 2013</th>
<th>Achieving age appropriate comprehension skills 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>25%</td>
<td>67%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>4</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>

- Consistency of planning proformas in teacher programs, resulting in specific skills being identified, assessed and goals set by both teachers and students. Students were taught specific strategies for improving their comprehension, in particular the use of the strategies of predicting, monitoring, summarising, connecting to texts, questioning and visualising. Students were using shown modelled, guided and independent methods using a variety of texts.

- Development of personal learning goals by students to achieve specific markers from the continuum. Students were introduced to I Can statements which link skills to the cluster markers in the Literacy continuum. This is the beginning of making the learning intentions more visible to students and to assist them in working on one particular skill at a time.

- All staff entering student data every 5 weeks using PLAN software. All students, K-6 have their data updated on PLAN throughout the year. Parents were provided with feedback to parents’ reports twice a year as part of the ongoing assessment and reporting procedures.

- Increased number of students achieving specific markers within cluster and able to produce consistent evidence of use of acquired skill. Teachers were explicit in teaching students how to produce evidence of their understanding and were clear in the expectation that students would produce this evidence independently over several pieces of work. The English syllabus concepts were explored and students were introduced to producing work that explored concepts in writing across a variety of multi modal texts.

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 summarise, predict, questioning and visualising.

- Use of continuum to assess and monitor progress every 5 weeks. Student progress plotted on PLAN.
Outcomes from 2012–2014

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

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 have personalised goals and targets in Comprehension.**

- 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 use I Can statements and can begin to self and peer assess their work using a rubric in Years 4-6.**

- Students becoming increasingly capable of using specific language relating to target-Where am I? Where am I going? How do I get there? **Students have goals and targets and know what they need to do to work towards those targets. Students can articulate how to help themselves learn new skills.**

- Staff use of Assessment for Learning, Assessment as learning and assessment of learning. **Staff use PLAN for class analysis, whole class learning plans and flexible grouping for students to teach explicit skills. Teachers use anecdotal and observation evidence to assess student need and inform next stage in learning. Students use assessment of their own and peer work to inform next learning goals.**

Strategies used to achieve these outcomes in 2014:

- 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, Fredrickton 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.

Outcomes from 2012–2014

Students overall achievement in Literacy and Numeracy is now on an upward trend as a result of high expectations and increased use of data to target areas of need. Student welfare is being addressed as there is an increase in communication with DEC and external agencies to assist families and students. Staff have had explicit training and development in the use of data driven planning and are implementing the new curriculums throughout the school.

Evidence of progress towards outcomes in 2014:

There has been a significant increase in the number of students achieving age expected skills in Literacy, particularly in Year 1 and 4 in 2014.

<table>
<thead>
<tr>
<th>Achieving Cluster 9 and above in Literacy</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Writing</td>
<td>18%</td>
<td>28%</td>
</tr>
<tr>
<td>Reading</td>
<td>24%</td>
<td>48%</td>
</tr>
<tr>
<td>Comprehension</td>
<td>24%</td>
<td>33%</td>
</tr>
</tbody>
</table>
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

Evidence of progress towards outcomes in 2013

- Time is set aside in staff meetings and other appropriate times to discuss student data and whole school strategies for improvement. Ongoing analysis and professional discussion of student progress is an integral part of the school. Regular meetings are held to address Learning Support needs. Student data is also recorded in Student Wellbeing through SALM. Staff are using SALM and ebs4 to monitor and track student welfare issues, attendance and behavior. Children are regularly assessed and needs identified are referred to the Learning Support Team. This team, using a newly introduced flowchart, will record the steps taken to address student need.

- School program and curriculum delivery identify a shared vision (every child can be a successful learner) and use of the NSW Quality Teaching Framework to improve student outcomes. Staff and the community used the Window of Safety program to assist in creating a shared vision and what beliefs and values underlie that vision. This process was used to begin the consultation for the 2015-2017 strategic plan.

- Assessment tasks are developed and anecdotal evidence is recorded of student achievements. Staff use data to inform their teaching.

Strategies to achieve these outcomes in 2014

- Students are explicitly taught strategies to achieve success in Literacy and Numeracy and high expectations are implicit throughout the school.

- 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 personalised 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. We will continue to learn about best practice from around the world and use data to inform our decisions and priorities.

Outcomes from 2012–2014

Staff were involved in Professional Development around the Disabilities in Education Act 2005, CPR and Emergency Care, Anaphylaxis, Maths curriculum, Science curriculum, data analysis, iPads in classrooms and other in-school professional learning.

Parent/caregiver, student,

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

Their responses are presented below.

Feedback from parents indicated a high rate of satisfaction with the academic progress of students.

Parents were pleased that the school, with the help of P & C, funded additional learning support for students with additional learning needs and that all students felt they were valued and supported at the school.

Students reported an improvement in understanding the tasks provided as a result of using learning intentions.

Students in 4/5/6 expressed the following words when describing what they felt represented Coramba’s main values: Coramba School
embraces diversity, difference and shows empathy and compassion for others. We treat all students fairly and make them feel valued and cared for. Every day we believe we can do better than the day before. We know that everybody can be successful and learn. We don’t give up when things get hard.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three strategic directions for the 2015-2017 School Plan are: Quality Learning Environment, Student Engagement, Teaching and Learning and Professional Development.

Quality Learning Environment

- All teachers will have a common understanding of Quality Learning Environment and classrooms will be visibly engaging, stimulating and purposeful.
- Student achievement in writing and numeracy on the continuums will indicate continual improvement for ALL students by the end of 2015
- Student individual learning plans will have been implemented for all students and work will be differentiated
- All students will self-assess their learning through their own target setting and feedback to teachers.

Student Engagement, Teaching and Learning

- Communication improved, technology used so all stakeholders aware of school improvement measures, purpose and vision.
- Students achieving personal goals and recording success in workbooks. Students use language of learning and how to learn.
- Increase in students at expected level and above in Literacy and Numeracy across the school. Fewer than 20% students below expected level by end of 2016 in Writing and EAS.
- You Can Do It program will be an integrated philosophy within the school and students use the skills and vocabulary.

Professional Development

- Staff will collaborate and work together within the school to improve, reflect and enhance each other’s teaching practice.
- Staff will collaborate, reflect and work together in school to enhance, improve and reflect on each other’s teaching practice by Term 4 2015
- Staff will take personal responsibility for undertaking professional learning and will produce a personal professional learning plan by the end of 2015
- Staff will undertake ongoing training and reflective practice to increase their own capabilities in meeting the needs of today’s students.
- Staff will integrate theory and evidence based best practice pedagogy in their classrooms by the end of 2016
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.

Sue Bryen - Principal
Leanne Moss - School Admin Manager
Laurie Boyd - Class Teacher
Tamara Morgan - Class Teacher
Sandra Cheeseman – Class Teacher

School contact information

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