Our school at a glance

Students

Students come from a wide range of backgrounds with some living in town and others living in rural areas surrounding the town. There are a high proportion of students who had their parents and grandparents attend Coraki Public School – this is a proud tradition.

Staff

Changes in staff from 2009 were minimal with Ms Polly Floyd-O’Brien taking on the role as Transition teacher. All other teaching and support staff were retained. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The National Partnerships – Literacy (which included professional learning for all staff on Accelerated Literacy and implementation in all classes, some professional learning on Reading To Learn) and Priority Schools Funding Program were significant programs at Coraki Public School in 2010.

The Transition program was funded by the Department of Community Services and significant funding was received to support students with identified needs. Reading Recovery ran in Stage 1 and all students had opportunities to participate in extra-curricular activities such as dance, sport and Tournament of the Minds. Life Education Van, Writers Camp, Major Excursion to Western NSW and Motivation Camp at Woody Head were other programs run in 2010.

Student achievement in 2010

Literacy – NAPLAN Year 3

In Year 3, 88% of students achieved the National Literacy Benchmark in Reading and Writing, 75% in Punctuation and Grammar and 69% in Spelling. 38% of students achieved in the top three bands in Writing.

Numeracy – NAPLAN Year 3

In Year 3, 69% of students achieved the National Numeracy Benchmark.

Literacy – NAPLAN Year 5

In Year 5, 63% of students achieved the National Literacy Benchmark in Reading, 89% in Writing, 63% in Grammar and Punctuation and 63% in Spelling. 16% of students achieved in the top two bands in Reading and Writing. Student progress in Writing from Year 3 to Year 5 was significantly above the state average.

Numeracy – NAPLAN Year 5

In Year 5, 100% of students achieved the National Numeracy Benchmark with 21% of students achieving in the top two bands. Student progress from Year 3 to Year 5 was close to the state average.

Messages

Principal’s message

The purpose of this report is to provide an overall review of our school’s achievements and endeavours over the year.

This report also evaluates school practices, a targeted area of the curriculum and student academic performances based on external testing and teacher assessment.

The degree to which our school has progressed towards achieving targets set in the 2009 annual report has been included.

Highlights in the year included the completion of our BER library, participation in the National Partnerships – Literacy program, planning for our participation in the Low SES National Partnership and the Dare to Lead Snapshot undertaken in Term 4. The success of our students in academic and extra-curricular activities was pleasing overall.

Our school is committed to providing a balanced education for all, as well as recognising the individual and varied needs of our students.

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.

Matt Hobbs – Principal
P & C message

Coraki Public School P & C lets the wider community develop partnerships with the school and provides an opportunity for parents and carers to contribute and present their views on the schools present and future direction. P & C membership is $1.00 per year and is open to parents, carers, teachers and interested community members. The hard work and strong commitment by the P & C members in 2010 raised funds for our school children by holding the following events:

- Mothers and Fathers Day Stalls
- Numerous Raffles
- Great Aussie Bite Sandwich Day
- Greyhounds night
- BBQ at Major Production.

This year the P & C provided a Representative for the Merit Selection committee on one occasion. Support was provided for the schools successful Tournament of the Minds Team. The P & C also contributed $3000 towards the cost of beautification in the front gardens of the school.

I would like to thank all our members and the staff and parents for all their valued support for their time and effort in continuing to make our P & C a successful one.

Darlene Armfield – P & C President

Student representative’s message

The Coraki PS SRC met once a week to discuss student needs and areas where we could help around the school. We organised out of uniform days and other special events to raise money for selected charities and to support students at our school. A highlight of the year was an inter-school sports visit with St Joseph’s PS – Coraki.

We had one representative from Years 2 – 5 and our school captains and prefects were part of the SRC. Mrs Spargo was the staff member responsible for coordinating the SRC and we thank her for her guidance.

Alec Barker and Nyomi Bodley – School Captains

School context

Student information

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

Student enrolment profile

Student enrolment has gradually declined over the last five years as a result of the number of school aged children living in Coraki.

Student attendance profile

Our average student attendance rate in 2010 was 91.3% - the highest since 2007.

Management of non-attendance

Our School Attendance Plan continued to be implemented to help with non-attendance of students. In 2010 our average attendance rate
was at its highest since 2007 and closing the gap with state and region average attendance rates. Staff and parents worked collaboratively to overcome issues of non-attendance at school. Notes, phone calls, home visits and face-to-face meetings were some of the methods utilised by staff. Positive promotion of attendance by staff was seen as a key component of helping students and families further realise the importance of regular attendance. We worked in conjunction with district support staff such as Home School Liaison Officers and Aboriginal Community Liaison Officers to overcome non-attendance issues.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>PS</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1AK</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2CT</td>
<td>2</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5SS</td>
<td>5</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>6CO</td>
<td>6</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KJC</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3-4MM</td>
<td>3</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>3-4MM</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>3-4GB</td>
<td>3</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>3-4GB</td>
<td>4</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total in school</td>
<td>127</td>
</tr>
</tbody>
</table>

Structure of classes

We had seven classes with two composite classes in Years 3 and 4. Maximum class size was 21 students. Our Transition class ran for two days per week with 10 students.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.252</td>
</tr>
<tr>
<td>AERT - Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Part time and PSP Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Pre-School Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.932</td>
</tr>
</tbody>
</table>

Total (A number of temporary and casual staff are also employed as the need arises throughout the year) 12.399

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Coraki PS employs a total of three staff from the local Aboriginal community, one full time Aboriginal Education Officer and two temporary School Learning Officers.

Teacher qualifications

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

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

Professional learning

Staff undertook various professional learning in initiatives such as Indigenous Education including developing an understanding of the new DET Aboriginal Education Policy, Accelerated Literacy and Reading To Learn throughout 2010. All staff, including School Learning Support Officers took part in the Team Leadership for School Improvement Program. Additional professional learning was undertaken in use of technology and interactive white boards and some staff took part in professional learning in the areas of support teacher learning assistance, reading recovery and teaching students with autism. All teaching staff took part in a lesson study model based on implementing quality teaching elements in the literacy session. Average cost per teacher for professional learning was $1500.00. Through PSP, National Partnerships and school professional
learning funding staff were able to participate in a wide variety of learning experiences including the use of video conference facilities. School development days focused on the Team Leadership for School Improvement Program and capacity building for staff in Quality Teaching and curriculum implementation.

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>173876.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>125731.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>345981.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45973.22</td>
</tr>
<tr>
<td>Interest</td>
<td>8543.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3359.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>593464.55</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 17926.10   |
| Excursions                | 12796.64   |
| Extracurricular dissections| 22956.07  |
| Library                   | 4838.14    |
| Training & development    | 4632.55    |
| Tied funds                | 344484.66  |
| Casual relief teachers    | 37972.60   |
| Administration & office   | 39648.87   |
| School-operated canteen   | 0.00       |
| Utilities                 | 22116.71   |
| Maintenance               | 22846.71   |
| Trust accounts            | 3559.62    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 533778.67  |
| **Balance carried forward**| 169685.88 |

A full copy of the school’s 2010 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 2010

Our students had a wide range of opportunities in curricular and extra-curricular activities. Their talents were put on display for a cross-section of the community and all comments made were positive about our students conduct and performances. Achievements in the Arts, Sport and other areas are listed below.

Achievements

Arts

The school had a strong commitment to creative arts in 2010. Creative arts provide all students with opportunities to improve their self-esteem, self-confidence and artistic talents. Students who are gifted and talented in the arts are encouraged to experiment with and explore their personal artistic interests.

Highlights of the 2010 creative arts program included:

- The Masterpiece Art Show in which all students displayed art works from the visual art program.
- The participation of our school dance group in a variety of performances around the region, including a number of performances in Brisbane.
- Our involvement in the North Coast National Show where our Year 6 students performed to an enthusiastic audience.
- Student performances during Education Week, National Aboriginal and Torres Strait Islander Week and National Literacy Week.
- Art and craft activity groups were run during Term 3 for all students. Various art and craft techniques were taught and students did an expo of their completed projects as part of our annual school major performance.
- Each class and some smaller groups in the school preparing items for presentation at the annual school major production – attended by over 350 community members.
- Gifted and talented students competed in the Tournament of the Minds receiving tournament commendations.
- Weekly assembly performances provided opportunities for students to perform in front of the fellow students and parents.

Sport

Our school’s sporting aim is to provide all students the opportunity to experience a wide selection of sports. During Friday sport, students
experienced dance, team sports and leisure sporting activities. The teamwork, interest, confidence and fitness levels of our students have shown marked improvement.

- Students competed in the athletics, swimming and cross country carnivals at school, district, zone and regional levels.
- During lunchtime, students participated in sporting activities, which promoted fair play, cooperation, and playing to the rules. Additional staff on playground duty supervised this project.
- Students in K-2 participated in water safety programs to improve water confidence, stroke correction and life saving techniques. All students participated in our annual swimming carnival.
- Students represented the school in the NSW Primary Schools Sports Association (PSSA) state knock out in touch football, soccer, cricket, netball, hockey and softball. Our girls’ softball team represented us with distinction in the North Coast final for the state-wide PSSA knockout.
- We had students selected in the North Coast PSSA touch football, hockey, athletics, cricket and rugby union teams – a great effort for a small school.
- One student was selected in the NSW PSSA girls hockey team – they came second at the National Championships.

Other

The students and school are encouraged to achieve success by:

- Positive promotion of student achievements through class awards, Principal awards and recognition in Newsletters.
- Recognition of support for community events through a community participation award.
- Students being actively represented on a student council to run activities and raise money to purchase equipment and donate to charity.

Opportunities being provided for students to participate in activities such as PSSA sport, Tournament of the Minds, Cultural Days, Dance and Music Groups and School Excursions.

Academic

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

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

```
<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>35%</td>
</tr>
</tbody>
</table>
```

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>35%</td>
</tr>
</tbody>
</table>

Mathematics – NAPLAN Year 3

```
<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>35%</td>
</tr>
</tbody>
</table>
```

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>35%</td>
</tr>
</tbody>
</table>
Grammar and punctuation, reading and spelling displayed similar results with 75% of students being in Bands 1, 2 or 3 and 25% of students being in Bands 4, 5 or 6. Writing had 62% of students in Bands 1, 2 or 3 and 38% of students in Bands 4, 5 or 6.

In Numeracy there were 94% of students in Bands 1, 2 or 3 with 6% in Band 4.

Reading, spelling and writing displayed similar results with 75% of students being in Bands 3, 4 or 5 and 25% of students being in Bands 6, 7 or 8. In the grammar and punctuation strand 70% of students were in Bands 3, 4 or 5 and 30% of students in Bands 6, 7 or 8.
In Numeracy there were 74% of students in Bands 4, 5 or 6 with 26% in Bands 6, 7 or 8.

**Progress in literacy**

Note: SSG = Statistically Similar Group

Growth in Wiring was a highlight for 2010 with it being well above the average state growth.

**Reading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>105.3</td>
<td>90.9</td>
<td>61.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>80.5</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>133.4</td>
<td>46.3</td>
<td>88.3</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>62.4</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

**Grammar and Punctuation**

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52.2</td>
</tr>
<tr>
<td>SSG</td>
<td>88.4</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

**Spelling**

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>68.3</td>
</tr>
<tr>
<td>SSG</td>
<td>83.8</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

State growth scores are for students in DET schools only.
Growth data for Spelling and Grammar & Punctuation and comparison data for the newly created SSG categories is only available for the period 2008-10.

Progress in numeracy

![Average progress in numeracy between Year 3 and Year 5](image)

Average progress in Numeracy from Years 3 to 5 matched similar school group growth and was just below State DET average growth.

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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

100% of students in Year 3 and 5 at Coraki PS completed all NAPLAN assessments in 2010.

Significant programs and initiatives

Aboriginal education

- Coraki Public School is located on the land of the Bundjalung nation. This is acknowledged with an acknowledgement of country at school assemblies and functions. The school flies the Aboriginal flag alongside the national and state flags.
- The school implements an Aboriginal perspective throughout the school’s curriculum with all students learning about Aboriginal culture, history and language. All students have the opportunity to participate in cultural studies through the release from face to face program assisted by local people; this is coordinated by our AERT and AEO.
- Targeted learning programs are implemented to assist Aboriginal students to improve their literacy and numeracy skills.

Findings

- The school continued to work with the local AECCG with meetings held at least once a term.
- Four Aboriginal students attended the Transition to School Program each Monday and Tuesday. Each student has an individual learning plan, which is negotiated with parents. Three students made the transition into Kindergarten in 2011.
- Stage 2 and 3 Aboriginal students participated in the Learning Assistance Program (LAP). Students were identified using the 2009 NAPLAN data. Twelve students met program targets in the LAP.
- A successful NAIDOC Week celebration was held in June. Students, parents, staff and community members enjoyed a week of cultural activities.
- Excursions to significant Aboriginal sites and visiting Aboriginal performers provided students with opportunities to experience Aboriginal culture.
- A Dare to Lead Snapshot was conducted in 2010 with future recommendations for
Aboriginal programs at Coraki PS then determined.
- Personalised Learning Plans were developed in consultation with families for 95% of all students including Aboriginal students.

Future directions
- Implement recommendations from 2010 Dare to Lead Snapshot.
- Personalised Learning Plans to continue being developed and implemented for all Aboriginal students in 2011.
- To work with Aboriginal families on goals and aspirations for students.
- To work closely with AECG and AEC on setting goals for Aboriginal students.

Multicultural education
The school recognises the need to focus on multicultural education as part of all curriculum areas. This will ensure that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. For example students have engaged in integrated connected outcomes units (COGS) that focus on cultural diversity and cultural knowledge.

National Partnership Programs
In 2010 Coraki PS continued into its second year on the National Partnership – Literacy program. All staff have participated in the Team Leadership for School Improvement program and completed professional learning in Accelerated Literacy or Reading To Learn. These programs were implemented across all classes and level of Literacy skills amongst students have improved as a result. An identified need was the area of early language / speech development amongst students and a Speech Pathologist was employed one day a week to work with class teachers and students on the development of appropriate programs and resources. Participation in the state-wide standardised testing showing pleasing levels of growth in students in years 3, 4 and 5. In 2011 Coraki PS will come on to the National Partnerships Low SES program (2011 – 2014) and complete its participation in the National Partnerships – Literacy & Numeracy program 2009 – 2011.

Priority Schools Funding Program
Coraki PS receives a staffing component supplemented by funding to support learning outcomes in Literacy and Numeracy for all students. In 2010 this staffing component was used to provide extra teaching and support staff in Literacy and Numeracy sessions as was the funding component. Extra reading and numeracy resources such as programs for use on the Interactive Whiteboards in each classroom were purchased utilising PSP funds.

Respect and Responsibility
Staff and students address the values of respect and responsibility which are taught through the ‘You Can Do It’ program on a daily basis across all classes. These areas will be a focus for implementation of the Positive Behaviour for Learning Program (PBL) in 2011 and beyond.

Progress on 2010 targets
A three-year school plan was developed in 2009 for 2009-2011.

Targets were set in Literacy, Numeracy and, Teacher and Leader Quality.

Targets for 2010

Target 1
Literacy - 65% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Literacy with growth from Year 3 to Year 5 for matched students above regional and state average.

Strategies to achieve this target include:
- Developing and implementing a whole school approach to the teaching of literacy with a specific focus on reading.
- Revision of the school scope and sequence on reading, monitoring its implementation K-6.
- Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
- Students with identified needs supported at individual levels.
- Personalised Learning Plans with goals in Literacy for every student developed.

Our success will be measured by:
- Growth for matched students above state and regional averages in NAPLAN
assessments; In 2010 growth for matched students was above state and regional averages for the Writing strand and below in all other areas.

- 65% or above of students in Years 3 and 5 meeting the National Minimum Standards in Literacy; In 2010 80% of Year 3 and 70% of Year 5 students were at or above the National Minimum Standards in Literacy.
- School scope and sequence for reading implemented in all class programs with a consistent approach to the teaching of literacy in all classes; A more consistent approach to the teaching of Literacy was developed in 2010 with programming a focus. All teachers participated in a lesson study model focussing on Quality Teaching in the Literacy session throughout Semester 2, 2010. A scope and sequence for reading at Coraki PS still needs to be developed.

**Target 2**

**Numeracy** - 65% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Numeracy with growth from Year 3 to Year 5 for matched students above regional and state average.

**Strategies to achieve this target include:**

- Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
- Personalised Learning Plans with goals in Numeracy for every student developed.
- Students with identified needs supported at individual levels.
- Developing and implementing a whole school approach to the teaching of literacy with a specific focus on the number strand.
- Suitable hands-on resources being made available to staff and students.

**Our success will be measured by:**

- Growth for matched students above state and regional averages in NAPLAN assessments; In 2010 growth matched regional average in Numeracy and was slightly below state average.
- 65% or above of students in Years 3 and 5 meeting the National Minimum Standards in Numeracy; In 2010 69% of Year 3 and 100% of Year 5 students were at or above the National Minimum Standards in Literacy.
- A consistent approach to the programming and teaching of numeracy in all classes with evidence present in class programs; Throughout 2010 teachers worked together on programming for numeracy and supported each other in developing a consistent approach towards the teaching of numeracy.

**Target 3**

**Teacher and Leader Quality** - For staff to actively participate in the Team Leadership for School Improvement Program and actively participate in 2 lesson study lessons in Literacy.

**Strategies to achieve this target include:**

- Teachers engaging in professional learning of the Quality Teaching Framework to implement the Framework in the teaching of reading.
- Develop high expectations in school staff, students and parents.
- Implementation of Personalised Learning Plans for all students leading to higher quality lessons for students, with increased individual more directed attention based on student specific needs.

**Our success will be measured by:**

- Personalised Learning Plans for every student developed and implemented; 95% of students had PLPs developed and implemented in 2010.
- Quality conversations held between staff, students and parents to develop joint high expectations; This occurred throughout 2010 in formalised settings at interviews and PLP meetings.
- All teaching staff having participated in at least 2 lesson study lessons, implementing the Quality Teaching Framework into the teaching of reading; All teaching staff participated in the Lesson Study conducted over Semester 2 and evidence of the QT framework was displayed through improved teaching practice and professional knowledge around the teaching of reading.
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 2010 our school carried out evaluations of Literacy and Numeracy programs at the school in relation to educational and management practice and curriculum as part of our planning for participation in the Low SES National Partnership commencing in 2011. Both evaluations listed above were key components of the situational analysis carried out in planning for this National Partnership participation.

Educational and management practice and Curriculum

Background

CPS receives National Partnerships – Literacy funding, Priority School Program funding, DOCS funding for its Transition class program, significant Norta Norta funding and has a high level of Funding Support for integrated students. Current school enrolment is 127 students (including 8 Transition program students 2 days a week), CPS has 48 indigenous students. Students come from the township, Box Ridge Mission and surrounding properties.

School enrolments have been steadily declining over the last five years and approximately 25 primary students go to other schools in Evans Head, Woodburn, Lismore and Casino each day. This is the current Principal’s second year at the school with the previous Principal having been at CPS for 21 years. The staff has remained relatively stable with only one staff member retiring in the last five years; however due to declining enrolments the Principal is now teaching and the school has one less Assistant Principal. Literacy has been a school priority for quite some time with most recent focus being on writing and spelling. The teaching and support staff have undertaken training in a number of programs, including Literacy on Track; Accelerated Literacy and Reading Recovery and regional consultants have worked with the staff on the Quality Teaching Framework. Through involvement in the NP – Literacy the school is already working through the Team Leadership for Improvement Program Process and the school has identified that improved performance in literacy will be a priority on the school improvement plan.

Findings

- There is inconsistent application across stages of the use of NAPLAN data to inform teaching practice.
- The school does not implement a whole school approach to the teaching of literacy (reading).
- The majority of the school community are unaware of the school plan targets and strategies.
- Performance of students in literacy is being impacted upon by teacher quality as well as teacher, student and parent expectations.
- Students entering Kindergarten do not have sufficient Literacy strategies, knowledge and early language development to work at appropriate levels.
- There is inconsistent application and understanding of the current welfare policy across home/school.
- There is lack of an individual support program available for students in Numeracy.
- There is lack of understanding and belief in school purpose and targets between the Aboriginal community and the school.
- That all staff participates in professional learning based on the effective use of NAPLAN data to inform quality teaching practices.

Conclusions

- That the school develop and implement a whole school approach to the teaching of literacy with a specific focus on reading.
- The school revise its scope and sequence on reading and monitor its implementation K-6.
- That all staff actively contributes to the development, monitoring and evaluation of the whole school planning process.
- That the school participates in a consultative process with the community on school plan targets and strategies.
- That all teachers implement teaching and learning strategies that directly link to the
That all teachers engage in professional learning of the Quality Teaching Framework to:

- Implement the Framework in the teaching of reading,
- Further develop high expectations in school staff, students and parents.

The Teaching Principal be released to fill the role of Literacy leader and supporting the Lesson study model through observation and demonstration of QT lessons (working in collaboration with stage teams).

That ES1, Transition and Stage 1 teachers engage in professional learning of Best Start, L3 and the Early Years Learning Framework to:

- Implement L3, Best Start and EYL strategies in their classrooms
- That staff, students and parents work collaboratively through focus groups (including AECG and P & C) to develop a new welfare policy (utilise PBL framework). The development of this framework will also help with more positive student self-esteem.
- That ES1, Transition and Stage 1 teachers engage in professional learning of Targeted Early Numeracy Initiative(TEN) and Best Start Strategies to:
  - Introduce and utilise TEN and Best Start strategies in their classroom on a daily basis.
  - Utilise appropriate technology and suitable software programs (e.g. Mathletics) in Stages 2 and 3 in conjunction with current class programs which utilise Counting On, Getting Ahead in Numeracy and Moving on in Numeracy strategies.
  - That local Aboriginal community members be utilised in ACLO / SLSO roles within the school on a consistent basis to develop school relations with the community (continuing work on home visits and PLP’s from 2010) and to promote the importance of a positive education to all students.

Future directions

The school will utilise the following strategies to work towards meeting its targets for 2011 and for its participation in the Low SES National Partnership:

- In school NAPLAN analysis workshops
- Collaborative team planning utilising findings from data analysis and appropriate NAPLAN strategies.
- Monitoring of collaborative planning through lesson observations, document analysis and professional dialogue by school leadership team.

Professional learning in:

L3 and EYL

The school will use:

- Professional learning to evaluate and update its scope and sequence on reading and monitor implementation K-6
- Supervision processes to monitor the effective use of the scope and sequence (including classroom observations)
- Staff and stage meetings to engage in collaboration and reflection on the implementation of scope and sequence.
- A range of communication strategies that include meetings, newsletters, home visits, informal meetings, formal interviews to engage the school community in the planning process.
- A variety of tools to evaluate staff feedback on the school plan, targets and strategies.
- Monitoring of teaching and learning programs and practice through lesson observations, document analysis and professional dialogue by school leadership team.
- Progress against targets to be monitored at staff meetings at least once a term.
- Analysis of student data and teacher reflection to identify elements of the QT Framework.
- Reading resources and strategies provided to parents through home visits and community centre meetings.

The school will also:

- Provide time to ensure that ILPs or PLPs are developed for every student.
- Meet with the AECG and P&C as agencies for communication with the community to clarify and raise expectations.
- Employ a Speech Pathologist and Occupational Therapist to develop appropriate programs and support for students (continue program already being implemented under NP-Literacy).
• Provide professional learning available for staff in implementation of PBL.
• Form a PBL committee to ensure joint planning, ownership and implementation.
• Work in consultation with local AECG.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student engagement

Surveys – literacy and numeracy
All Year 3, Year 4, Year 5 and Year 6 (66 students) and all teaching staff completed the surveys on English and Numeracy. Results are collated below:

Student surveys:

English (Literacy)
• 100% of students identified English as always being an important subject to learn.
• Most students (65%) were happy with their progress in English.
• 58% of students believed their teachers planned activities that are interesting and challenging.
• 90% of students were able to connect learning in English to use in other subjects.
• The two statements ‘My teacher tells me what I’m doing well in English’ and ‘My teacher tells me what I need to do to improve my results in English’ had the highest levels of disagreement amongst students. Approximately 15% of students believe their teachers do not convey this information often enough.
• Lowest levels of student self-esteem were on the statements ‘I believe I have good reading skills’ and ‘I believe I have good writing skills’.

Mathematics (Numeracy)
• 100% of students identified Numeracy as always being an important subject to learn.
• The majority of students (85%) were happy with their progress in Maths.
• 67% of students believed their teachers planned activities that are challenging and makes them think (25% do not).
• Lowest levels of student self-esteem were on the statements ‘I believe I have good space and measurement skills’ and ‘I believe I have good number skills.’.
• Approximately 20% of students believe their teacher does not tell them what they are doing well in maths and this information is not conveyed regularly enough.

Staff surveys:

English (Literacy)
• 70% of teachers felt very confident in implementing the K-6 English syllabus.
• 100% of teachers believe it is their responsibility for Literacy skill development in students.
• 50% of teachers believe their program always addresses each student’s literacy needs, whilst the other 50% believe it usually does.
• 60% of staff strongly agrees with the importance of integrating Literacy across all KLA’s and believe children learn best by ‘doing’ English based activities. The other 40% agree slightly less strongly.
• Over 75% of teachers believe teacher quality and is essential to Literacy development.
• All teachers indicated some understanding of NAPLAN and its uses in planning for and implementing whole school strategies for improved student performance.
• 100% of teachers believe the school is well resourced and that all professional learning meets their personal and school needs.

Mathematics (Numeracy)
• 20% of teachers felt very confident in implementing the K-6 Mathematics syllabus. 80% were confident but not strongly so.
• 60% of teachers strongly believe it is their responsibility for Numeracy skill development in students and the remaining 40% believe it is but not as strongly.
40% of teachers believe their program always addresses each student’s literacy needs, whilst the other 60% believe it usually does.

50% of staff strongly agree with the importance of integrating Numeracy across all KLA’s and believe children learn best by ‘doing’ Numeracy based activities. The other 50% agree slightly less strongly.

Over 75% of teachers believe teacher quality and is essential to Literacy development.

90% of teachers indicated some understanding of NAPLAN and its uses in planning for and implementing whole school strategies for improved student performance. 10% of teachers disagreed that the school utilises NAPLAN data in setting whole school targets.

Only 60% of teachers believe the school is well resourced in supporting the teaching of Numeracy across all KLA’s. 80% of teachers indicated that all professional learning meets their personal and school needs in Numeracy.

Leadership in the school:

- Staff felt that the school leader (Principal) has two areas in which most work is needed. They are: ‘Leaders ensure that all groups within the school community develop the statement of school’s purpose’ and ‘Staff, parents and students are encouraged to take leadership roles at the school.’

- All staff felt the school leader looks to improve the school through an understanding of the school’s strengths and weaknesses, that the Principal build relationships based on trust, collegiality and mutual respect and that the school leader demonstrates an interest in, and accountability for student learning outcomes.

A range of parents and community members were surveyed on attitudes, engagement, school operation and home, school and community partnerships. Responses follow:

- Parent and community surveys and discussion with P and C and AECG bodies have indicated general levels of satisfaction with work done on attitudes and engagement of students across the school. Some parents indicated they would like to see a more consistent and positive policy in dealing with student issues. All those surveyed indicated high levels of support for the smaller class sizes and liked the flexibility of the school moving students to a class with a teacher that may better meet their needs. All surveyed commented on the manners of students when in public. All surveyed also said they would like to see more students doing better in English and Maths and believe they have the potential to do so.

- Parents and community members were generally satisfied with all aspects of school operation. They were particularly positive about a Speech Pathologist (NP – Literacy) now being employed at the school and would like to see it continue and possibly an Occupational Therapist employed. Some community members believed that there should be more Aboriginal community members employed at the school and that some children would benefit from more one-on-one support. Positive aspects of the current culture included the Annual Major Production, Excursions available to the students, NAIDOC week and the opportunity to be involved in Personalised Learning Plans for their children (implemented in 2010 for all students through NP – Literacy). Parents were mostly satisfied with consistency of discipline by all staff however felt that sometimes staff were not being as proactive as they could be. Some parents were critical in the fact that some students have had the same teacher more than once and all parents voiced the opinion that they want to see their children meet their potentials. Some discussion was also held around introducing workshops / education sessions for parents and carers so they have a better understanding of what their child is doing in class and so they can help them in the home. Overall, parents were satisfied with all aspects of school operation but would like to see some or all of the above ideas taken into
consideration for further planning and implementation.

- Home, school and community partnerships were discussed very positively and all concerned parties would like to see the partnerships continue being built upon. Suggested ideas were more positive promotion of the P and C, greater involvement from parents in the classroom and a greater link between P and C and AECG activities. Home visits which are done weekly by our AEO, AERT and class teachers were seen as a positive contributor to partnerships. It was raised by the AECG they believed that more Aboriginal community members being employed at the school and the local Elders coming in to talk to Stages 2 and 3 about the local community would be on great benefit to enhanced partnerships. Staff of the school would like to have more parents in the classes more regularly and this could be done through involvement in the Personalised Learning Plans program (95% of students currently have a PLP). Continual work on these partnerships from all key stakeholder groups will only have a positive outcome if all parties have shared common goals and this was agreed to by all. The introduction of PBL across the school was seen as a possible way of building on the partnerships already in place.

School development 2009 – 2011

A three-year school plan was developed in 2009 for 2009-2011. Targets were set in Literacy, Numeracy and, Teacher and Leader Quality.

Targets for 2011

Target 1

Literacy - 80% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Literacy with growth from Year 3 to Year 5 for matched students above regional and state average.

Strategies to achieve this target include:

- Developing and implementing a whole school approach to the teaching of literacy with a specific focus on reading.
- Revision of the school scope and sequence on reading, monitoring its implementation K-6.
- Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
- Students with identified needs supported at individual levels.
- Personalised Learning Plans with goals in Literacy for every student developed.

Our success will be measured by:

- Growth for matched students above state and regional averages in NAPLAN assessments.
- 80% or above of students in Years 3 and 5 meeting the National Minimum Standards in Literacy.
- School scope and sequence for reading implemented in all class programs with a consistent approach to the teaching of literacy in all classes.

Target 2

Numeracy - 80% of students to achieve at or beyond National Minimum Standards in NAPLAN assessments (both Yrs 3 & 5) in Numeracy with growth from Year 3 to Year 5 for matched students above regional and state average.

Strategies to achieve this target include:

- Staff participating in professional learning based on the effective use of data to inform quality teaching practices.
- Personalised Learning Plans with goals in Numeracy for every student developed.
- Students with identified needs supported at individual levels.
- Developing and implementing a whole school approach to the teaching of literacy with a specific focus on the number strand.
- Suitable hands-on resources being made available to staff and students.

Our success will be measured by:

- Growth for matched students above state and regional averages in NAPLAN assessments.
• 80% or above of students in Years 3 and 5 meeting the National Minimum Standards in Numeracy.
• A consistent approach to the programming and teaching of numeracy in all classes with evidence present in class programs.

Target 3
Teacher and Leader Quality - For staff to actively participate in the Team Leadership for School Improvement Program and actively participate in 6 lesson study lessons in Literacy.

Strategies to achieve this target include:
• Teachers engaging in professional learning of the Quality Teaching Framework to implement the Framework in the teaching of reading.
• Develop high expectations in school staff, students and parents.
• Implementation of Personalised Learning Plans for all students leading to higher quality lessons for students, with increased individual more directed attention based on student specific needs.

Our success will be measured by:
• Personalised Learning Plans for every student developed and implemented.
• Quality conversations held between staff, students and parents to develop joint high expectations.
• All teaching staff having participated in at least 6 lesson study lessons, implementing the Quality Teaching Framework into the teaching of reading.

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.

Matt Hobbs Principal
Marg Bosscha AERT
Sharon Ballard AEO & AECG Representative
Barb Gifford School Administrative Manager

School contact information
Coraki Public School
50 Adam Street, Coraki, 2471
Ph: 02 66832073
Fax: 02 66832636
Email: coraki-p.school@det.nsw.edu.au
Web: http://www.coraki-p.schools.nsw.edu.au
School Code: 1644

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: