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 2010 were minimal with Mrs Michelle Donadel taking on the permanent role as Transition teacher. Mrs Sue Spargo took a local transfer of duties to Byron Bay PS after being on the teaching staff at CPS for 21 years and Miss Kylie Organ filled her position on a temporary basis. 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

National Partnership Teacher Quality – Literacy, National Partnerships – Low SES and Priority Schools Funding Program were significant programs at Coraki Public School in 2011. The school completed their participation in the National Partnership Teacher Quality – Literacy and commenced on the National Partnership – Low SES in 2011. All staff completed the Team Leadership for School Improvement Program as part of their participation in the NP – Teacher Quality – Literacy. The Positive Behaviour for Learning program (PBL) was implemented during 2011 for the first time. The Kindergarten class implemented the L3 program (Language, Learning, Literacy). Our 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, music and drama through our new ‘Glee’ club and participation in sport was supported though involvement in the Premier’s Sporting Challenge. Life Education Van, Major Excursions to Canberra, Lake Ainsworth and Byron Bay – Whale Watching were other programs run in 2011.

Student achievement in 2011

NAPLAN

Significant growth from Year 3 to Year 5 was demonstrated by the majority students. A highlight was the high proportion of students who completed all components of NAPLAN in Years 3 and 5 – 100% of students. The reduction of students achieving in lower bands in Year 3 was pleasing and the majority of students made sound attempts at all components of NAPLAN 2011.

Messages

Principal’s message

The purpose of this report is to provide an overall review of our school’s achievements and activities 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 2010 annual report has been included.

Highlights in the year included the opening of our BER library, completion of our participation in the National Partnerships – Literacy program, participation in the Low SES National Partnership, participation in the Premier’s Sporting Challenge, formation of our own ‘Glee’ club and combined sports day during NAIDOC week with Woodburn PS held at Box Ridge Mission. The success of our students in academic and extra-curricular activities was outstanding and our students are to be congratulated for their wonderful levels of effort.

Our school is committed to providing a balanced education for all, developing students as learners and as respectful, responsible and safe individuals. Positive input from our community is valued and the quality of our staff is high.

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 2011 raised funds for our school children by holding the following events:

- Mothers and Fathers Day Stalls
- Two major raffles – one to raise funds for major excursions (TV) and one towards air conditioning of the school (trailer)
- BBQ at Major Production.

This year the P & C provided a Representative for the Merit Selection committee on one occasion. The P & C also contributed towards the cost of Year 6 shirts for our Year 6 students.

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 and look forward to working with the P & C in 2012.

Craig Brown – 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 our NAIDOC Week Sports Day at Box Ridge Mission which we helped to organise and run on the day. During our meetings we discussed and nominated a ‘Student of the Week’ and presented the award at our school weekly assembly.

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

Tom Brown & Claire Brownhill - 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 2011 was 90.0% which was higher than 2008 and 2009 and just below that of 2010 (91.3%).

Management of non-attendance

Our School Attendance Plan continued to be implemented to help with non-attendance of students. In 2011 our average attendance rate was at its second 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
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>P</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>K</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>1 CT</td>
<td>1</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>2 KW</td>
<td>2</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>3-4 KO</td>
<td>3</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>3-4 MM</td>
<td>3</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>3-4 KO</td>
<td>4</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>3-4 MM</td>
<td>4</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>5 CO</td>
<td>5</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>6 GB</td>
<td>6</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

<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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in school</td>
<td></td>
<td></td>
<td>119</td>
</tr>
</tbody>
</table>

Structure of classes
We had seven classes with two composite classes in Years 3 and 4. Maximum class size was 22 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(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3.0</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.21</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1.0</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>Early Childhood Teacher (Transition)</td>
<td>0.4</td>
</tr>
<tr>
<td>Part time and PSP Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.806</td>
</tr>
<tr>
<td>Total (A number of temporary and casual staff are also employed as the need arises throughout the year)</td>
<td>12.331</td>
</tr>
</tbody>
</table>

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.

Staff retention
Two new staff members were employed throughout 2011. Michelle Donadel was appointed to the Transition teacher position after being successful through the Merit Selection Process. Kylie Organ (New Scheme Teacher) was employed in a temporary teacher role filling the vacancy created when Sue Spargo took a local transfer to Byron Bay PS. All other staff remained the same as in 2010.

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>
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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$665462.43</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>169685.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>142765.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>294782.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>50930.87</td>
</tr>
<tr>
<td>Interest</td>
<td>4376.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2921.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>665462.43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14785.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>36558.32</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18474.59</td>
</tr>
<tr>
<td>Library</td>
<td>3467.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>854.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>442893.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>18032.97</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>46863.85</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24457.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28115.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2806.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>637310.90</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>28151.53</td>
</tr>
</tbody>
</table>

Payments of $12000 were due to the school from three other schools at the end of 2011 for wages paid to staff under the Low SES National Partnership.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Parents and Citizen’s Association. Further details concerning the statement can be obtained by contacting the school.

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School performance 2011

Achievements

Arts

The school had a strong commitment to creative arts in 2011. 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. The school formed its own ‘Glee’ club. Students in this group performed at the Lismore Performing Arts Festival and the Casino Performing Arts Festival. They worked under the guidance of teachers Kim Ward and Chesne Olive and worked on dance, drama and music items.

Highlights of the 2011 creative arts program included:

- Participation of students in weekend art workshops presented by Digby Moran with support from the Coraki Art Prize.
- The Masterpiece Art Show in which all students displayed art works from the visual art program was moved to be our main school feature of Education week.
- Hip – Hop dance was included as part of our creative arts program with the hip – hop group performing at events in Byron Bay and Brisbane.
- Some students completing entries for the annual Coraki Art Prize competition.
- Our involvement in the North Coast National Show where our Year 5 and 6 students performed to an enthusiastic audience.
- Student performances during Education Week, National Aboriginal and Torres Strait Islander Week and for the opening of our BER library.
- 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.
- Weekly assembly performances provided opportunities for students to perform in front of the fellow students and parents.
- Stage 2 and 3 students participating in print making workshops with local artists through Coraki Art Prize initiatives.
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 outs in touch football, soccer, cricket, netball and hockey.
- We had students selected in the North Coast PSSA hockey, athletics, cricket and rugby union teams – a great effort for a small school.
- One Year 6 student was selected in the NSW PSSA boys’ hockey team – they came first at the National Championships.

Other

The students and school community members 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 were provided for students to participate in activities such as PSSA sport, eGATS, Australian Mathematics Competition, Lego Robotics, Cultural Days, Dance and Music Groups and School Excursions. Three staff members and two community members were recognised for their outstanding efforts and received Lismore District Education Week Awards in 2011.

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)

Note: SSG = Statistically Similar Group

Literacy – NAPLAN Year 3

Reading

![Percentage in bands: Year 3 Reading](image)

Writing

![Percentage in bands: Year 3 Writing](image)
The Grammar and Punctuation component was a highlight for Year 3 students. 84% of students were in Bands 4, 5 or 6 with 16% of students in Bands 1, 2 or 3. In Reading 45% of students were in Bands 1, 2 or 3 and 55% of students were in Bands 4, 5 or 6. In Spelling 77% of students were in Bands 1, 2 or 3 with 23% of students in Bands 4 and 5. Writing had 38% of students in Bands 1, 2 or 3 and 62% of students in Bands 4, 5 or 6.
Reading, Spelling and Grammar and Punctuation displayed similar results with 65% of students being in Bands 3, 4 or 5 and 35% of students being in Bands 6, 7 or 8. In the Writing strand 90% of students were in Bands 3, 4 or 5 and 10% of students in Bands 6, 7 or 8.

In Numeracy there were 80% of students in Bands 3, 4 or 5 with 20% in Bands 6, 7 or 8.
Progress in literacy

### Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>61.5</td>
<td>107.6</td>
</tr>
<tr>
<td>SSG</td>
<td>85.9</td>
<td>69.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

**Note:** Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.

Progress in Literacy was above state and statistically similar group averages in all strands. The positive difference in Grammar and Punctuation and Reading was significant.

### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>68.3</td>
<td>78.7</td>
</tr>
<tr>
<td>SSG</td>
<td>83.6</td>
<td>77.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

### Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52.2</td>
<td>141.0</td>
</tr>
<tr>
<td>SSG</td>
<td>91.2</td>
<td>78.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

### Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.6</td>
<td>123.3</td>
</tr>
<tr>
<td>SSG</td>
<td>84.4</td>
<td>91.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Average progress in Numeracy was significantly higher than average progress for state DEC and statistically similar groups.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

#### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84.6</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>68.8</td>
</tr>
<tr>
<td>Writing</td>
<td>92.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73.3</td>
</tr>
</tbody>
</table>

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. In 2011 the Acknowledgement of Country was written by students to have meaning to them (Dare to Lead recommendation). 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. In 2011 our AERT taught Aboriginal local perspectives to our Early Stage 1 and Stage 1 students with support and input from local Elders.

- Personalised Learning Plans were developed in consultation with families for 100% of all students including Aboriginal students – focus being on the conversations held.
- A successful NAIDOC Week celebration was held in June. Students, parents, staff and community members enjoyed a week of cultural activities. A highlight of the week was a sports day held at Box Ridge Mission with support from the Box Ridge Community. Students and staff from Woodburn PS joined with our school for activities on this day.
- Targeted learning programs are implemented to assist Aboriginal students to improve their literacy and numeracy skills – this includes L3 in Early Stage 1, Reading Recovery and the Norta Norta program in Years 4 and 6. Stage 2 and 3 Aboriginal students participated in the Learning Assistance Program (LAP). 10 students met the program targets in 2011.
- The local AECG went into recess due to lack of numbers attending meetings. A focus for 2012 will be to increase this involvement of AECG and to work in a proactive way with members. The ACLO from Lismore DEC office will play a key role in further developing this relationship.
- 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. Four students made the transition into Kindergarten in 2012.

Future directions

Highlights of Aboriginal education at CPS in 2012 will be:

- The school will continue to implement recommendations from 2010 Dare to Lead Snapshot.
- Personalised Learning Plans to continue being developed and implemented for all Aboriginal students in 201 – focus being on the conversations between teachers and parents.
- School leadership team (including Principal) to complete Stronger Smarter Leadership Training.
- To work with Aboriginal families on developing shared understanding of high expectations / engagement.
- To further facilitate the Aboriginal Education Committee and its function in the education of students at CPS.
- To work collaboratively with AECG and AEC.

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. A focus for 2011 was identifying the cultural background of all students and recognising that cultural background may affect learning for students.

National partnership programs

In 2011 Coraki PS continued into its third year on the National Partnership Quality Teaching – Literacy program. All staff completed the Team Leadership for School Improvement program and participation in the NP – Literacy program was completed midway through 2011. A continuing identified need was the area of early language / speech development amongst students and a Speech Pathologist was employed two days per week to work with class teachers and students on the development of appropriate programs and resources. Participation in the state-wide standardised testing showed high levels of growth for students in years 4, 5 and 6. In 2011 Coraki PS came on to the National Partnerships Low SES program (2011 – 2014). One identified need as part of this program was motor skill development in early years of schooling and an Occupational Therapist was employed one day per week through NP – Low SES. Other key aspects continued to be PLPs for all students, quality teaching in all classrooms and the L3 program was introduced in Kindergarten with outstanding success.

Other programs

Positive Behaviour for Learning

A PBL team was formed at the beginning of 2011 and members undertook professional learning. The PBL team worked with staff, students and community to formulate school expectations for PBL. The agreed PBL motto was; As learners at CPS we will: Be respectful, Be safe, Be responsible. Out of classroom settings were the focus for PBL in 2011 and the number of negative incidents in the non-classroom settings were significantly reduced through consistent and clear expectations for all students. Awards for positive
behaviour in the playground were introduced and students responded in a positive manner. Data collected indicated great improvements in general attitudes to behaviour in non-classroom settings and a positive flow-on effect was noted with higher levels of engagement and improved student learning outcomes in classrooms across the school.

Priority Schools Funding Program

Coraki PS receives a staffing component supplemented by funding ($21900) to support learning outcomes in Literacy and Numeracy for all students. In 2011 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.

Progress on 2011 targets

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.
- Growth for matched students against state and regional averages in NAPLAN assessments – Literacy is demonstrated in the following tables:

Growth for matched students in Grammar & Punctuation (141.0 compared to NSW DEC 82.7) and Reading (107.6 compared to NSW DEC 74.0) was significantly above that for state and regional averages. Student growth in Spelling was also above state and regional averages.

- 80% or above of students in Years 3 and 5 meeting the National Minimum Standards in Literacy.
- 94% of students in Year 3 met the National Minimum Standards on average across the 4 NAPLAN areas of Writing, Grammar and Punctuation, Reading and Spelling. In Year 5 82 %
of students met the National Minimum Standards across the four areas.

• School scope and sequence for reading implemented in all class programs with a consistent approach to the teaching of literacy in all classes.
Coraki PS adopted the Literacy K-6 continuum as its scope and sequence for reading and this was utilised across all classes with particular focus on Kindergarten, Year 1 and Year 2.

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.
Growth for matched students was significantly above that for state and regional averages (123.3 compared to NSW DEC 95.8).

• 80% or above of students in Years 3 and 5 meeting the National Minimum Standards in Numeracy.
84.6% of students in Year 3 (above target) and 73.3% (slightly below target) of students in Year 5 met the National Minimum Standards.

• A consistent approach to the programming and teaching of numeracy in all classes with evidence present in class programs.
Staff attended and participated in a number of professional learning sessions and developed a clear understanding of mandatory requirements for programming of numeracy. Staff worked on the presentation of a balanced numeracy session with focus on Quality Teaching Elements. Feedback was provided from program supervisors in relation to self-reflection in class programs and through observations of numeracy sessions.

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 (PLP) for every student developed and implemented.
100% of students at Coraki PS had a PLP developed and implemented in 2011.

• Quality conversations held between staff, students and parents to develop joint high expectations.
Staff were given the opportunity to engage in quality conversations with students and parents around clear understanding of high expectations.
• All teaching staff participate in at least 6 lesson study lessons, implementing the Quality Teaching Framework into the teaching of reading. During 2011 teaching staff participated in 4 lesson study lessons with improvement in the balanced literacy session being a key result.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of [Enter text here.]

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Literacy and Numeracy programs at the school in relation to educational and management practice and curriculum as part of our continuing participation in the Low SES National Partnership. Both evaluations listed above were key components of the situational analysis / evaluation report carried out for continuing National Partnership participation.

Educational and management practice and Curriculum

Background
In 2011 CPS received National Partnerships – Literacy funding, National Partnerships – Low SES funding, Priority School Program funding, DOCS funding for its Transition class program, Norta Norta funding and has Funding Support for integrated students. Current school enrolment is 118 students (including 8 Transition program students 2 days a week), CPS has 43 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 20 primary students go to other schools in Evans Head, Woodburn, Lismore and Casino each day. The staff has remained relatively stable with only one staff member retiring in the last five years. In 2011 one staff member took a transfer of duty to another north coast school and was replaced on a temporary basis by a new graduate teacher. A new Transition class teacher was appointed on a permanent basis in Term 4, 2011 with the position having been filled on a temporary basis since 2009. A new librarian was employed on a temporary basis one day per week in 2011. Literacy has been a school priority for quite some time with most recent focus being on writing and reading. The teaching and support staff have undertaken training in a number of programs, including Literacy on Track; Accelerated Literacy Reading Recovery, Counting On, Mathletics and Fast Maths (for 2012) and regional consultants have worked with the staff on the Quality Teaching Framework. Through involvement in the NP – Literacy the school has completed the Team Leadership for Improvement Program Process. In 2011 the L3 program was introduced in Kindergarten. Literacy is a priority area in the School Plan 2012 – 2014. Improved performance in literacy is seen as a key component of daily school operation. Numeracy is also a priority area in the School Plan 2012 – 2014. The use of the
Early Numeracy Continuum was introduced in 2011 to improve consistency in teaching strategies across all stages.

Findings
• Inconsistent use of NAPLAN data to inform teaching practice was addressed in 2011. All staff participated in professional learning around use of NAPLAN data – this was led by two teaching staff who participated in district professional learning.
• The school introduced the K-6 Literacy Continuum to guide whole school approach to the teaching of Literacy – particular focus on reading.
• School plan targets and strategies were communicated to AECG and P and C members at meetings and through weekly newsletters.
• Teacher quality to continue as a focus with as increased understanding between teacher, student and parent expectations.
• Students entering Kindergarten do not have sufficient Literacy strategies, knowledge and early language development to work at appropriate levels (2010). L3 program introduced in 2011 to address this issue.
• There is lack of an individual support program available for students in Numeracy (2010). Mathletics, Counting On and Count me in Too were programs utilised in 2011 to provide support to students. Identified students in Stage 1 were part of small group sessions with specific focus on number strategies.
• There is lack of understanding and belief in school purpose and targets between the Aboriginal community and the school (2010). Attempts were made to close this gap in 2011 and further work is needed in 2012. Leadership team to complete Stronger Smarter Leadership Training in 2012 as part of closing this gap.
• That all staff participates in professional learning based on the effective use of NAPLAN data to inform quality teaching practices (2010). All staff did in this 2010 and this will be built upon through further professional learning and empowerment for staff in 2012.

Conclusions
• That the school develops and implements a whole school approach to the teaching of literacy with a focus on reading (comprehension). Link to Literacy Continuum 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 – continue to build on work done in 2011.
• That all teachers implement teaching and learning strategies that directly link to the targets and strategies within the school plan. That all teachers engage in professional learning of the Quality Teaching Framework to:
  • Implement the Framework in the teaching of Literacy, and
  • Develop a shared understanding of high expectations in school staff, students and parents.
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 EYLF strategies in their classrooms;
  • 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 include Counting On, Getting Ahead in Numeracy and Moving on in Numeracy strategies.
• That staff, students and parents work collaboratively through focus groups (including AECG and P & C) to develop a new welfare policy (utilise PBL framework – introduced in 2011). 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 2011) 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 2012 and during its participation in the Low SES National Partnership:
• 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, ATSIEAP and EYLF.

The school will use:
• Professional learning to evaluate and update its scope and sequence on reading and monitor implementation K-6 – K-6 Literacy Continuum.
• Professional learning to evaluate and update its scope and sequence on Numeracy K-6 – K-6 Numeracy Continuum.
• Supervision processes to monitor the effective use of the scope and sequence (including classroom observations).
• 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, numeracy 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)
• Continue to implement PBL – build on positive aspects from 2011.
• Work in consultation with local AECG in a collaborative and consultative manner supporting the involvement of local community members in the local and regional AECG.

Other evaluations

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

All Year 3, Year 4, Year 5 and Year 6 (69 students) and all teaching staff completed the surveys on English and Numeracy.

Their responses are presented below.

Student surveys:

English (Literacy)
• 93% of students identified English as always being an important subject to learn.
• Most students (68%) were happy with their progress in English.
• 62% 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 12% 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)
• 97% of students identified Numeracy as always being an important subject to learn.
• The majority of students (90%) were happy with their progress in Maths.
• 71% of students believed their teachers planned activities that are challenging and makes them think (22% 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 18% 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)
- 75% 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.
- 60% of teachers believe their program always addresses each student’s literacy needs, whilst the other 40% believe it usually does.
- 65% 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 35% agree slightly less strongly.
- Over 85% of teachers believe teacher quality is essential to Literacy development.
- All teachers indicated higher levels of understanding of NAPLAN than in 2010 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)
- 30% of teachers felt very confident in implementing the K-6 Mathematics syllabus. 70% were confident but not strongly so.
- 70% of teachers strongly believe it is their responsibility for Numeracy skill development in students and the remaining 30% believe it is but not as strongly.
- 60% of staff strongly agrees with the importance of integrating Numeracy across all KLA’s and believe children learn best by ‘doing’ Numeracy based activities. The other 40% agree slightly less strongly.
- 90% of teachers indicated some understanding of NAPLAN and its uses in planning for and implementing whole school strategies for improved student performance (compared to 60% in 2010). 10% of teachers disagreed that the school utilises NAPLAN data in setting whole school targets.
- 70% of teachers believe the school is well resourced in supporting the teaching of Numeracy across all KLA’s. 85% of teachers indicted 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.’ There were higher levels of satisfaction in these areas for 2011 compared to 2010 (80% compared to 50%).
- 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. All staff said the Principal promotes the key value that students should be at the centre of all we do.

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. The introduction of Positive Behaviour for Learning (PBL) was seen as having a positive effect on the great majority of students. 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 joint expectations developed in English and Maths for students and believe that greater shared understanding will see more students achieve to their full potentials.
- Parents and community members were generally satisfied with all aspects of school operation. They were particularly positive about a Speech Pathologist and Occupational Therapist (NP – Low SES) being employed at the school. 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 (100% of students had a PLP in 2011). Parents were mostly satisfied with consistency of discipline by all staff and felt the tone of the school was much more positive since the introduction of PBL. All parents voiced the opinion that they want to see their children meet their potentials. It was suggested that workshops / education sessions for parents and carers would be beneficial to provide 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 to 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. Some AECG members 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 enhance current relationships. Work with the ACLO from Lismore office was seen as vital to encourage the positive consultation and collaboration of AECG members and Aboriginal community in support of the school. Staff were positive around the higher levels of parent and community involvement in classes and will now focus on the conversations and relationships that can occur through involvement in the Personalised Learning Plans program (100% of students currently have a PLP). Shared common goals and shared expectations were seen as vital to further success for students - this was agreed to by all. Parent and community involvement in 2011 across classrooms was significantly increased and 80% of classes had at least one volunteer coming in to the school to ‘help out’ at least once per week.

Professional learning

Staff undertook various professional learning in initiatives such as Indigenous Education including participation in an Effective EAL/D Pedagogies for Aboriginal Students two day course and all staff participating in a one day course based around the same theory with staff from AETD in Sydney. Various staff completed other professional learning such as L3 (Language, Learning, Literacy) for Stage 1 and Sounds Write throughout 2011. All staff, including School Learning Support Officers completed 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. The Mathletics program was introduced across all classes and all staff undertook professional learning on the program. All teaching staff took part in a lesson study model based on implementing quality teaching elements in the literacy session and this led to a concerted effort in making the literacy session a more balanced one and to also focus on meeting the individual needs of students based on data. Self-reflection became an essential component of daily practise for all teaching staff. Average cost per teacher for professional learning was $1700.00. 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, including meeting the learning needs of Aboriginal students as mentioned above.
School planning 2012—2014

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

School priority 1
Outcome for 2012–2014

Literacy
• Improved student learning outcomes for all students in literacy.
• Improve reading skills of students Years 3-6.
• Improve reading skills of students Years Kindergarten – 2.

2012 Targets to achieve this outcome include:
• Increase students in Kindergarten to meet or exceed guidelines as per L3 planning (Reading - minimum RR level 9 – 69% to 80%, Writing – writing vocabulary of 24+ words – 63% to 75%).
• 6 identified students in Year 4 to increase Reading Levels from 12 to 22+.
• Reading Recovery – 90% of students or above successfully discontinued off program (RRL 16).
• Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN reading from 25% in 2011 to 40% by 2012.
• Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN reading from 23% in 2011 to 40% by 2012.

Strategies to achieve these targets include:
• That the school implement programs to reduce the language deficiency in Kindergarten and Transition students.
• That the school utilise Best Start data in conjunction with the Literacy K-6 Continuum to meet learning needs and track students.
• NAPLAN analysis and assessment data utilised to inform quality teaching practice. Teachers undertake training in the use of data (including SMART).
• PLPs are developed for all Aboriginal students and any other students who are performing at or below national minimum standard or are at risk.

Numeracy
• Improved learning outcomes for all students in Numeracy.
• Improve number skills of students Years 3-6.
• Improve number skills of students Years K-2.

2012 Targets to achieve this outcome include:
• Increase the percentage of students in Year 5 achieving in the proficiency bands in NAPLAN Numeracy from 5% in 2011 to 30% by 2012.
• Increase the percentage of students in Year 3 achieving in the proficiency bands in NAPLAN Numeracy from 8% in 2011 to 30% by 2012.
• Identified students in Years 3 – 6 to participate in Fast Maths Intervention Program and reach expected outcome levels as prescribed in program.

Strategies to achieve these targets include:
• That the school utilise Best Start data in conjunction with the Numeracy K-6 Continuum to meet the learning needs and track students.
• Provide parent/carer workshops in Mathematics to support understanding of expected outcomes for students and how to support students at home in Mathematics.
• NAPLAN analysis and assessment data utilised to inform quality teaching practice. Teachers undertake training in the use of data (including SMART).
• PLPs are developed for all Aboriginal students and any other students who are performing at or below national minimum standard or are at risk.
• Identified students in Years 3-6 work though the Fast Maths program to improve number strategies.
• Continued use of Mathletics as a resource to support classroom programs and extend student achievement.

School priority 3
Outcome for 2012–2014
Leadership and Management
• Development and implementation of the Principal’s Professional Learning & Development Plan as an effective tool to support school leadership.
• Development and implementation of professional learning plans for all teachers and support staff as a tool to support improvement processes.
• All students provided with quality learning experiences across literacy and numeracy.

2012 Targets to achieve this outcome include:
• To provide all staff with access to meaningful and relevant professional learning opportunities that both support and enrich the programs and practices of our school to meet student learning needs.
• For the school team to participate and complete Stronger Smarter Leadership training.
• For the Principal to participate in the Connecting to Country Leadership program.

Strategies to achieve these targets include:
• Principal to develop PPPDP in Term 4 – 2011 as a tool to support PARS for 2012. This will be negotiated with the School Education Director and implemented as a support tool upon agreement. Principal to participate in leadership program within the Connecting to Country project.
• Revise the School’s practices and procedures to support the Teacher Assessment and Review Schedule and its implementation throughout the year.
• All teachers to develop professional learning plans as a tool to support the TARS process.

School priority 4
Outcome for 2012–2014
Aboriginal Education
• Aboriginal students to attend school on a regular basis.
• PLPs developed for all students.
• School culture enhanced in relation to Aboriginal education including greater community involvement.

2012 Targets to achieve this outcome include:
• To formalise a partnership agreement between school and local AECG based on Partnership Agreement between AECG and NSW DEC.
• 100% of Aboriginal students to have a PLP that includes collaboration / consultation between family / teacher / student.
• AERT and AEO to coordinate resource making / parent education workshops in Literacy and Numeracy.
• School attendance strategy revised and attendance monitored at least once per term.

Strategies to achieve these targets include:
• The school leadership team participates in Stronger Smarter training.
• PLPs developed and implemented in consultation / collaboration with all families for all students.
• School attendance strategy revised and success monitored in collaboration with parents and local Aboriginal Community.
• Partnership agreement between school and local AECG formalised based on ‘Together we are, Together we can, Together we will’ Partnership Agreement between NSW DEC and NSW AECG.

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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