

Target 4

Improve Assessment strategies using the Quality Teaching and Learning (QTAL), Elements and Dimensions and Reflective Engagement Authentic Learning (REAL) Dimensions of Student Self-Assessment (Munns & Woodward)

Strategies to achieve this:

- SDD 29th January Bronwyn Cole and Geoff Munns inserviced staff on Storypath and REAL.
- Staff will begin to use the REAL taxonomy to assist students towards self assessing their learning in line with QTAL.
- Staff will begin to use the REAL Taxonomy to reflect on their teaching.
 - Stages will develop assessment tasks that reflect the QTAL elements and dimensions.
 - Bronwyn Cole and Geoff Munns will support staff with Storypath and REAL.

Our success will be measured by:

- BST writing assessment results will demonstrate improvement.
- School based assessments will demonstrate improvement. Eighty five percent of students achieve at or above grade level.

School contact information

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School Code 1584

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.

Ms Elaine Norman	Principal
Mrs Jeanette Traynor	Assistant Principal
Ms Annette Campbell	Classroom Teacher
Ms Marcia Pont	Classroom Teacher
Ms Jodie Hayes	Parent Representative
Mr Ray Spies	P&C Vice-President
Mrs Nancy Baker	Senior Admin Manager

Professional learning

Professional Learning funds provided opportunities for staff to attend numerous in-service courses at both a local and regional level. The major focus was Quality Teaching and Learning. The average expenditure per teacher at the school level was \$1020.

Professional Learning for staff included:

- Storypath training with Dr Bronwyn Cole.
- Systematically teaching strategies for sentence structure including all grammar and punctuation K-6.
- Training that focused explicitly on the 2006 targets.
- Literacy development: visual and critical literacy.
- Numeracy development: the language of maths.
- Mandatory courses including child protection, anaphylaxis and CPR were undertaken by all staff.

School development 2006 – 2008

The learning needs of students and the expectations of the school community are the key driving forces behind the strategic directions set in the school plan. The strategic directions provide a summary of the key focus areas identified by the school as being of central importance to support student learning and school development. The strategic directions have been identified by school consultative and planning processes based on data analysis, evaluations and other available evidence.

A full copy of the school's Management Plan is tabled at the annual general meeting of the school's P&C Association. Further details concerning the Management Plan can be obtained by contacting the school.

Targets for 2007

Target 1

Improve students' recall of number facts including: combinations to 10/tables, times tables and the language of maths.

Strategies to achieve this target:

- Adjust whole school timetable to incorporate short daily number facts lessons.
- Develop sequential lessons and drills to motivate the students to stay engaged.

Our success will be measured by:

- BST results demonstrate improvement. Numeracy results indicate 90% of students in Year 3 and 5 demonstrate results in band 2 and above.
- Stage challenges will indicate a quicker recall of number facts

Target 2

Improve students' sentence structure focusing on punctuation, grammar and developing written, visual descriptions, for text writing.

Strategies to achieve this target:

- Strategies outlined in the State Literacy strategy are included in teaching/learning programs to enhance all aspects of literacy.
- Staff will be supported in the implementation of the State Literacy Strategy to assist the ongoing development of literacy.

Our success will be measured by:

- All stage 1 students will demonstrate a capacity to write simple sentences.
- All Stage 2 will demonstrate a capacity to write compound sentences.
- Ninety five percent of Stage 3 will demonstrate a capacity to write complex sentences.
- BST writing assessment results will demonstrate improvement. Ninety percent of students will progress at least one band.

Target 3

Improve visual literacy in mathematics and literacy.

Strategies to achieve this target:

- Whole school focus on the language of maths and literacy using the Storypath strategy. Kindergarten to year six will be involved in focused lessons on the language of maths.
- Staff will be supported in the teaching of mathematics.

Our success will be measured by:

- BST results in numeracy and literacy demonstrate progress for all students.

literacy standards and increase long term student engagement.

- Students and teachers completed reflective journals to increase their understandings of student engagement.

Finding and conclusions

Final surveys were distributed to all families involved in Storypath. Of the surveys returned ninety three percent had positive comments on the Storypath teaching strategy

Data was also collected through the teachers' and students' reflective journals. Analysis of this data has led to changes in the student self assessment strategies. The teachers' reflective sessions (collegial groups) were utilized to discuss and analyse the learning experiences and achievement of students. Teachers discussed their teaching and how they have adapted it to foster engagement, deep knowledge and understanding and higher-order thinking.

Future directions

Teachers will work collegially to discuss teaching styles, student engagement and develop assessment tasks.

We will build upon the work we have started with Dr Cole.

The Storypath team will share the findings of the action research with a wider audience such as other schools involved in Quality Teaching Action Learning Project (AGQTP) grants, the whole staff and community, regional and state office personnel. This analysis will be a compilation of evidence that demonstrates the acquisition, development of knowledge and skills in relation to our school focus of increasing engagement.

Curriculum

Gifted and Talented Students (GATS)

Background

Coffs Harbour Public School aims to provide intellectual quality, significance and a quality learning environment, to maximise learning outcomes for all students. Gifted and talented students must be readily identified to ensure that appropriate programs to meet their needs are developed and implemented.

Findings and Conclusions

Policy on the education of Gifted and Talented Students was reviewed and revised.

Strategies to identify GAT students were consistent with current policy.

Teachers' knowledge and understanding of GAT students was raised through collaborative

development of identification procedures and teaching strategies.

A GATS committee, including the School Counsellor and the Learning Support Team, was formed to facilitate ongoing support for GAT students and appropriate programs.

Future Directions

Procedures for the ongoing identification of GAT students are established.

Ensure programs for GAT students are in place to meet the diverse talents of these students.

Teacher training and development focusing on supporting GATS students in the regular classroom is supported.

Parent, student, and teacher satisfaction

In 2006 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

- Parents are overwhelmingly supportive of the school's educational programs.
- Community participation has increased significantly in all forums.
- Student evaluations indicate increased engagement in their learning.
- School suspension rates have markedly decreased from previous years.
- Student participation in school activities has increased significantly.
- Staff participation in all school programs demonstrates a high level of commitment to the school and its students.
- Staff collegiality levels are high.



- Further opportunities to enhance partnerships between home and school will be explored.
- Strategies to further develop our positive school culture will be implemented.
- Teachers will pursue professional learning opportunities to continually improve the quality of classroom teaching and learning.

Progress on 2006 targets

Target 1

To improve the use of sentence structure, grammatical features and punctuation connections in student produced texts in all stages.

Our achievements include

- Training and development in appropriate teaching strategies for all staff.
- Development of strategies to ensure explicit teaching of essential skills in construction of text.
- Development of consistent teacher judgement through the ongoing moderation of student work samples.
- Designed and implemented a scope and sequence plan for sentence structure development for each stage.
- Applied the principles of Quality Teaching to the explicit teaching of sentence construction.

Target 2: Improve the students' ability to problem solve and make links with the visual literacy of mathematics.

Our achievements include:

- Establishment of mathematics groups for students in Years 3-6. These sessions focused on the visual literacy of mathematics.
- Training and Development of staff.
- Development and employment of resources to achieve this target.
- Overall student improvement evident.

Target 3: Improve the students' enthusiasm for reading from the library

Our achievements include:

- Collaborative planning occurred between librarian and class teacher to link library lessons with teaching/learning programs.

- Library displays linked with classroom themes.
- Parents attended workshops to develop greater understanding of the school's literacy initiatives.
- Librarian organised promotions of particular authors and the books they have written.
- Library environment was improved to make more comfortable and attractive.
- Seventy two percent of students completed the Premiers Reading Challenge.
- Library records indicated increased levels of student borrowing.

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 2006 our school carried out evaluations of Quality Teaching and the education of Gifted and Talented Students.

Educational and management practice

Quality Teaching

Background:

Coffs Harbour Public School explored factors around engagement for a diverse student population, with the overall aim of improving literacy standards for all students. This included engaging students to become life long learners and to see school as a learning centre.

This year we employed the services of Dr Bronwyn Cole from the University of Western Sydney. Doctor Cole has supported the staff in the implementation of narrative based teaching units, called Storypath, with the expectation of increasing student engagement and literacy standards in a relevant manner.

Throughout this intensive project the teachers at Coffs Harbour Public School:

- Engaged productively in collegial groups. Teachers' knowledge of the elements of quality teaching was supported and extended.
- Developed an increased awareness of interactions occurring in their classrooms with focus on teacher talk and student voice.
- Developed an increased understanding of the importance of substantive communication in their classroom as a means to increase

Findings and conclusions

- School programs focus on the four key issues of reconciliation – improving relationships, understanding country, valuing culture and sharing history.
- Aboriginal perspectives are presented across all areas of the curriculum.
- Learning resources to support teaching programs are comprehensive.
- There is a balanced representation of Aboriginal literature, readers and artworks across the school.

Future directions

- To participate in activities which promote Aboriginal culture.
- To ensure Aboriginal perspectives are presented in all areas across the curriculum

Multicultural education

The school aims to educate all students about multiculturalism and develop an appreciation and understanding of different cultures. All areas of the curriculum include a multicultural perspective and students develop respect for the language and customs of other nations of the world.

Special days of significance to other cultures are highlighted and discussed in relation to Australian society and its customs and traditions.

Students enjoy participating in organised multicultural days, listening to visitors speak about their experiences, cooking food originating in other countries and learning games and songs from other lands.

Respect and responsibility

The school's student welfare and discipline policy embodies the core belief of mutual respect and the development of individual responsibility. Students are involved in a number of programs which encourage the development of leadership skills and promote community involvement. Classroom philosophies support student decision-making, and the negotiation of rules and procedures. This develops student commitment to respect for themselves, others and property and to accept responsibility for their actions.

Priority Schools Funding Program

Background:

The Priority Schools Funding Program (PSFP) assists school communities to improve the learning outcomes of students in schools with high concentrations of students from low socio-economic status backgrounds. The PSFP focuses on literacy, numeracy and participation. The school receives funding each year of its involvement in the PSFP to facilitate this.

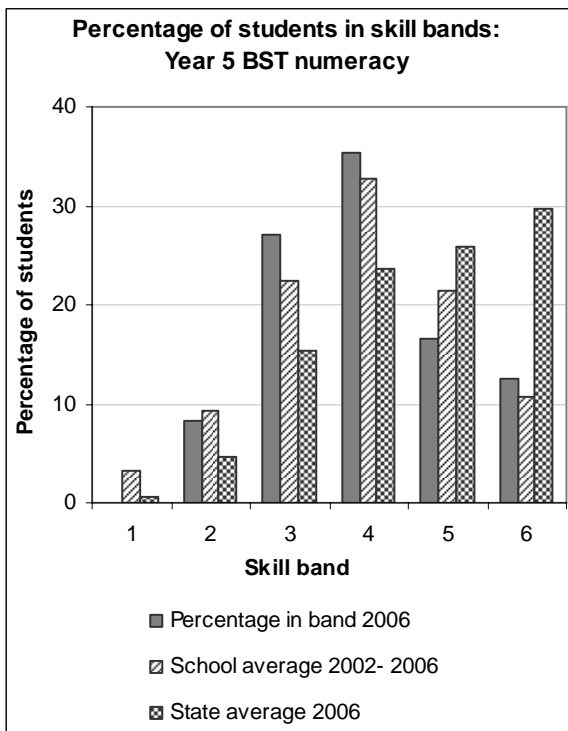
Findings and Conclusions

- The school's literacy and numeracy programs reflect best practice and are supported by comprehensive and up-to-date resources.
- The results of Basic Skills Tests in literacy and numeracy indicate all students are making progress.
- Students who experience difficulties with literacy and/or numeracy follow individual learning programs and receive special teaching assistance, to ensure improved outcomes are achieved.
- Parents are very supportive of both in-school and home-based reading programs. Parents' indicate high levels of satisfaction with their children's progress.
- Teachers have high expectations of student achievement and constantly pursue opportunities to improve teaching quality.
- Staff training and development activities have enhanced the delivery of literacy and numeracy programs.
- Student attendance at school is regular, and students display a pride in their achievements and an eagerness to learn.

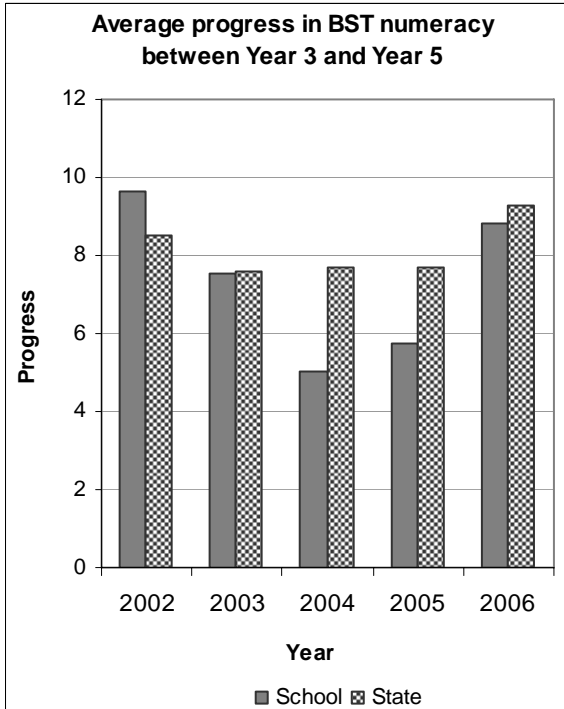
Future directions

- Improvement in students' recall of number facts will be major focus area in 2007 – see target 1 2007.
- Improvement of students' sentence structure will be a priority in 2007– see target 2 2007..
- Improvement in the language of mathematics will be a focus area next year for all students - see target 3 2007
- Improvement in student and teacher assessment strategies – see target 4 2007.
- Achievement of learning outcomes of students will be regularly monitored and assessed.

Numeracy – BST Year 5



BST progress in numeracy



National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 Basic Skills Test (BST) is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 students in our school achieving benchmarks in 2005 and 2006

Percentage of Year 3 students meeting national benchmarks				
	2005		2006	
	School	National	School	National
Reading	78	*	100	*
Writing	72	*	76	*
Numeracy	84	*	88	*

* National benchmarks were not available at the time of printing this report

Percentage of Year 5 students in our school achieving benchmarks in 2005 and 2006

Percentage of Year 5 students meeting national benchmarks				
	2005		2006	
	School	National	School	National
Reading	68	*	69	*
Writing	81	*	81	*
Numeracy	64	*	76	*

* National benchmarks were not available at the time of printing this report

Significant programs and initiatives

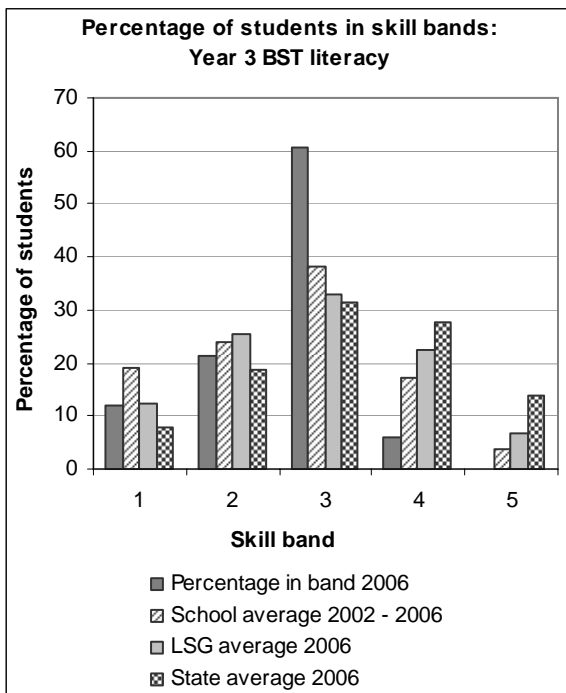
Aboriginal education

Background

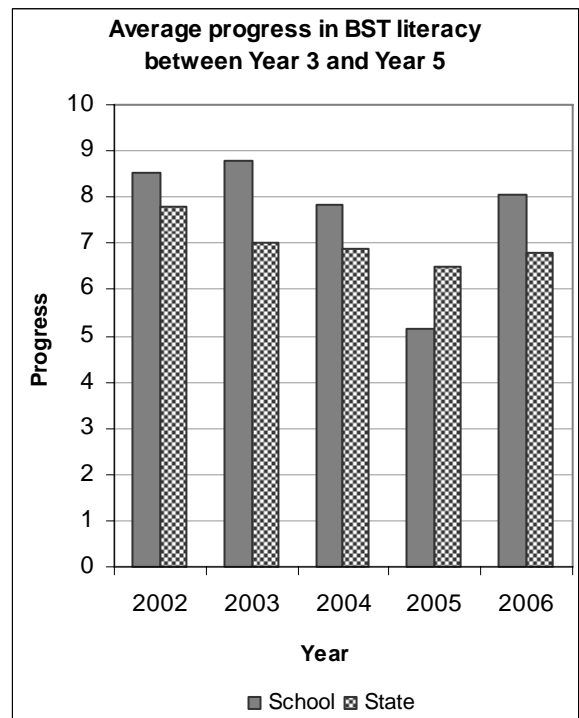
The school's program educates all students about Aboriginal history and culture and about contemporary Aboriginal Australia. This is an area of education that has enormous implications for the future of our nation in the pursuit of reconciliation.



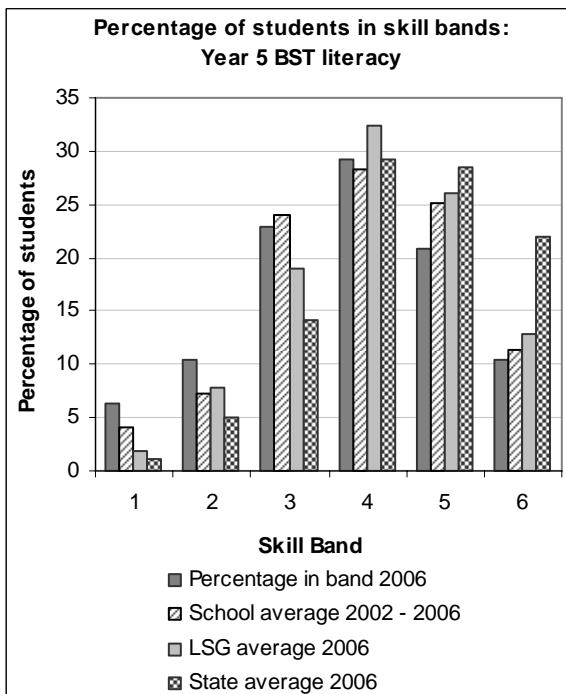
Literacy – BST Year 3



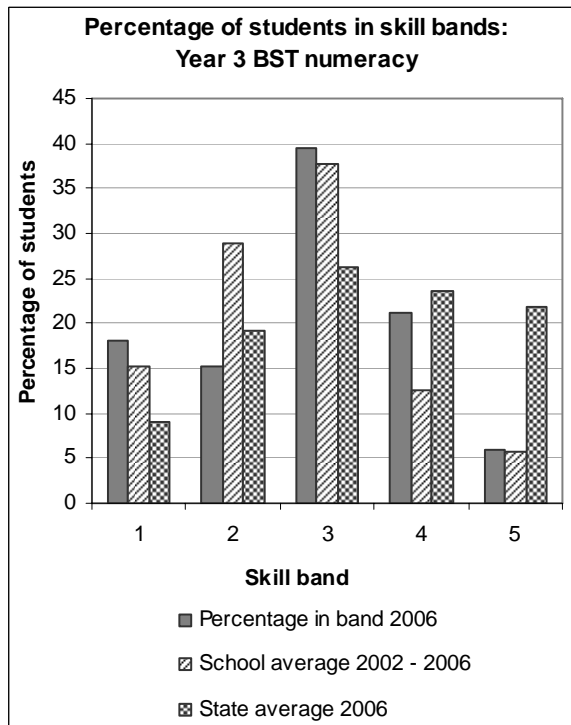
BST progress in literacy



Literacy – BST Year 5



Numeracy – BST Year 3



Sport

The school's sports program encourages students to engage in a variety of sporting activities, pursue personal goals, develop skills and sportsmanship and to lead an active lifestyle. Many students achieved outstanding personal results.

Our achievements this year included:

- Participation of all students in the annual athletics carnival and SRC fun run.
- Students in Years 3 to 6 participated in PSSA competitions, including netball, soccer, football, basketball and cricket. They also enjoyed participating in the school's annual swimming carnival.
- Lunchtime chess, basketball, softball and soccer competitions were conducted throughout the year for students in Years 1 to 6. This led to some students being involved in inter-school chess and handball competitions. Selected students also participated in a one-day combined schools gala chess competition where they performed well.
- A four-day excursion to Lake Ainsworth Sport and Recreation Camp by students in Years 5 and 6. The students participated in a range of physical and personal development activities.
- Participation of students in Years 5 and 6 in a range of surf safe activities. This was organised by the Coffs Harbour Life Saving Association and was well received by teachers and students alike.
- A range of speakers and skills development officers promoting AFL, Basketball, Rugby League and Surf Sense delivered programs to students during the year.

Some students who excelled on a personal level in particular sports throughout the year must be congratulated on their achievement. They are:

Athletic Champions:

Junior Girls	Josie Bailey
Junior Boys	Darryl Lockwood
11 Years Girls	Natasha McConville
11 Years Boys	Aleksandar Nenadovic
Senior Girls	Grace Albeury
Senior Boys	Drew Smith

Sporting Achievement:

Girls Soccer	Kheana Long
Netball	Natasha McConville
Boys Cricket/Softball	Jake Pollack
Girls Basketball	Audrey Manuel
Boys Basketball	Matthew Lait
Girls Touch Footy	Kristy Amos
Boys Touch Footy	Mathew Bren
Tennis	Lucy Langfield
Girls Softball	Karly Amos

Swimming Champions:

Junior Girls	Josie Bailey
Junior Boys	James Buckley
11 Years Girls	Chelsea Smithers
11 Years Boys	Will Coleman
Senior Girls	Amy Kidd
Senior Boys	Jack Coleman

Music

Several students undertook extra curricular music lessons organised through the school this year. An extensive range of musical instruments are available for hire through the school. Some students who excelled in the development of their musical skills this year were Steven Leewood and James Buckley.

Public Speaking and Debating

All students successfully participated in lessons to develop public speaking and debating skills. Students extended their skill development through participation in public speaking and debating competitions. Students who particularly excelled in this area were Rachel Green, Lucy Langfield, Codie McGovern and Elizabeth Miles.

Academic

In the Basic Skills Test, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

Financial summary

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

Date of financial summary:	30/11/2006
Income	\$
Balance brought forward	210 453.05
Global funds	175 051.84
Tied funds	227 518.98
School & community sources	54 999.28
Interest	13 626.99
Trust receipts	28 148.93
Canteen	0.00
<i>Total income</i>	<u>709 799.07</u>
Expenditure	
Teaching & learning	
Key learning areas	26 845.87
Excursions	16 415.87
Extracurricular dissections	21 295.85
Library	414.34
Training & development	712.04
Tied funds	215 887.18
Casual relief teachers	40 787.16
Administration & office	36 023.22
School-operated canteen	0.00
Utilities	45 046.57
Maintenance	24 922.95
Trust accounts	5 458.92
Capital programs	13 022.52
<i>Total expenditure</i>	<u>446 832.49</u>
Balance carried forward	<u>262 966.58</u>

A full copy of the school's 2006 financial statement is tabled at the annual general meetings of the school's P&C Association. Further details concerning the statement can be obtained by contacting the school.

The school canteen is operated by the P&C and its income is reported in its financial statement.

Tied funds must be spent according to the criteria and conditions of the particular funding program and include grants from PSFP, Teachers Professional Learning, state integration, student assistance scheme and computer coordinator. Some tied funds must be held over until the project is implemented at the school.

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance.

The school management plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational need of students.

School performance 2006

Staff, parents and students all had a productive and successful year. Staff enjoyed and appreciated the professional development opportunities that came their way during the year and the subsequent enhanced and improved learning outcomes for students. Parents showed their support and commitment to the school's educational programs by offering their time and expertise in a number of areas. Students showed sound development of skills, confidence and self-esteem through involvement in a diverse and challenging range of academic, creative and sporting activities and demonstrated positive attitudes to learning.

Achievements

Arts

Coffs Harbour Public School is committed to the involvement of all students in the arts and believe it is essential to the development of the whole child. Those students demonstrating particular gifts or talents are given opportunities to develop them further through the many specialised programs and activities that the school offers. Some of the programs offered this year included:

- A school choir which provided training and performance opportunities for students on many occasions, including school assemblies Education Week activities and on Presentation Day.
- A school band which continued to progress with the support of enthusiastic students who attended two workshops during the year as well as made a community tour.
- An art media workshop for staff which encouraged the sharing of new ideas and enhanced teaching and learning programs.
- Continuation of the cineliteracy program. A resultant student-produced film won an award for the best cinematography at the annual Golden Dolphin Awards.
- Establishment of an Aboriginal dance group which performed on Presentation Day to great acclaim.
- Opportunities to enter competitions in arts-related areas. As a result some of our students' artworks are on display in Japan.
- A comprehensive program of visiting performances for students to enjoy and appreciate. A particular favourite this year was Australian Goldrush.

Roll Class	Year	Total per Year	Total in Class
KM	K	23	23
KW	K	22	22
1-2D	1	12	26
1-2G	1	12	25
1-2P	1	9	22
1-2D	2	14	26
1-2G	2	13	25
1-2P	2	13	22
2-3M	2	7	24
2-3M	3	17	24
3-4C	3	7	25
3-4W	3	9	28
3-4C	4	18	25
3-4W	4	19	28
5-6B	5	12	29
5-6L	5	10	27
5F	5	25	25
5-6B	6	17	29
5-6L	6	17	27
K-2H	99	1	9
3-6C	IM	10	10
3-6S	IO	1	8
K-2H	IO	8	9
3-6S	IS	7	8

Structure of classes

Coffs Harbour Public School has 11 mainstream classes and four special education classes. The mainstream classes Year 1 to Year 6 are multi-age classes organised into stage groups combining Years 1 and 2 (Stage 1), Years 3 and 4 (Stage 2) and Years 5 and 6 (Stage 3). Three of the special education classes cater for students with mild, moderate and severe intellectual disabilities. The fourth special education class supports students in the area of mental health. The special education classes are a regional resource and support students across the region.

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

Coffs Harbour Public School has a non-teaching Principal, three mainstream teaching Assistant Principals and eight classroom teachers. This provides the school with staff for eleven mainstream classes. The school has an Assistant Principal and three teachers who teach special education classes. Additional staff who teach in specialist roles are based at Coffs Harbour Public

School to meet the needs of students across the region. The total teaching staff entitlement at Coffs Harbour Public School is twenty seven.

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teachers	0
Classroom Teachers	8
Teacher of Emotional Disabilities	1
Teacher of Mild Intellectual Disabilities	1
Teacher of Reading Recovery	1
Support Teacher Learning Assistance	1
Teacher Librarian	1
Teacher of ESL	as req'd
Counsellor	1
Total	20

Staff retention

Ninety two percent of teaching staff were retained at Coffs Harbour Public School during 2006. Transfer to other positions, retirement from the teaching service and maternity leave were the causes of staff turnover.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2006 the average daily attendance rate for staff, as determined by the Department, was 97.5%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	50%

Messages

Principal's message

It is a pleasure to offer this report which outlines the highlights of our year at Coffs Harbour Public School. This report has been prepared with input from teachers, parents and students.

Staff, parents and students alike have had a very productive year. Students have developed, succeeded and achieved in a great number of ways as a result of their positive approach to learning. Basic skills results were of an improving standard and were indicative of academic achievement overall. Sporting achievements saw some students experience personal bests. The debating and chess programs developed and improved the skills, confidence and self-esteem of many students while our music, sporting and technology programs continue to expand and provide further opportunities for our students.

2006 was a year of great highlights but also some deeply saddening moments. The loss of a dedicated teacher, Mrs Rhonda Jones, through cancer and one of our favourite students, Rachel Green, through accidental drowning saddened us greatly and they remain within our thoughts.

I certify that 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.

I trust you will enjoy reading this report and will more fully appreciate the activities of the school over the course of the year.

Elaine Norman

P&C message

The P&C Committee had a very successful year in 2006. Membership and participation by parents has grown considerably. Holding a day time P&C meeting as well as an evening P&C meeting has made it possible for more parents to attend and contribute to the success of the school. The school canteen committee, as a sub group of the P&C has generously donated \$5000 enabling the air conditioning of four classrooms in the upstairs section of the Infants building. The dedicated group of parents and community members who operate the school canteen on a voluntary basis follow the Healthy Canteen strategy supplying nutritious food that appeals to the children. Parents at the school have demonstrated their commitment through their ready offers of assistance and their attendance at all school functions. The P&C committee organised a very successful Family Fun Night in 2006 and is planning a school fete to be held in 2007.

Ray Spies - Vice-President P&C

Student representative's message

The school's Student Representative Council (SRC) contributed actively to the life of the school and provided many leadership opportunities to students. Members were elected from students in Years 2 to 6. During 2006 a suggestion box was introduced into each classroom to encourage active involvement of all students. During regular meetings discussions centred on fundraising activities and issues relating to student suggestions. A particular success was the organisation of prizes for the school fun run and mini fete. SRC members also devoted time to buddy reading with students from Kindergarten to Year 2.

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

	2002	2003	2004	2005	2006
Male	183	178	162	161	156
Female	159	174	168	153	151

Student attendance profile

	2003	2004	2005	2006
School	90.6	91.9	90.3	91.6
Region	93.6	93.4	92.9	93.2
State	94.5	94.2	93.8	94.0

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 2006 class size audit conducted on Wednesday 29 March 2006.

Coffs Harbour Public School Annual School Report

NSW Public Schools – Leading the way

