Our school at a glance

Students

Student achievement has been exceptional in every field of endeavour from sport to music and the performing arts to maths and literacy. Outstanding results have been obtained in all areas. Students have continued to work incredibly hard to make Coffee Camp a “Bully-free Zone”. Students at Coffee Camp are proud of their school, themselves and each other.

Staff

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

Coffee Camp Public School is fortunate to have had the same core staff for the last five years. All staff have a commitment to ensure that every individual student achieves to their highest potential. The Coffee Camp staff are conscientious, innovative and always give 110% of their time and effort.

Significant programs and initiatives

Priority Schools Funding Program

Coffee Camp school was once again placed on the Priority Schools Funding Program (PSFP) list. The additional funding that this program supplies, has enabled the school to deliver a rich program for students needing additional support in literacy and numeracy. PSFP has also enabled us to purchase additional resources in literacy and numeracy and to encourage greater parental participation in school activities.

Student Welfare and Anti-bullying

Student Welfare and anti-bullying have continued to be priority programs within the whole school community. Classroom lessons, assemblies and reward days have continued to focus on these priorities. The student “Good Deed” medal scheme is highly valued by students, parents and staff and has helped to significantly reduce classroom and playground incidents.

Student achievement in 2008

Literacy – NAPLAN Year 3

Overall literacy results were very encouraging with Coffee Camp students above Like School Groups (LSG) in all areas and above state average in writing and equal to state average in reading. Extra focus is needed to learn some spelling rules, writing in paragraphs, extending simple sentences and locating information in narratives.

Numeracy – NAPLAN Year 3

School results were excellent with overall results well above state and LSG average. The only areas needing additional focus include working with money, comparing volumes and identifying 3D models.

Literacy – NAPLAN Year 5

Overall literacy results were quite excellent with Coffee Camp students well above LSG and state average in reading, spelling and grammar, the only slightly disappointing aspect was writing where results were slightly below state average but above LSG. Areas needing attention include identifying indirect speech, developing ideas and cohesion in writing and some punctuation.

Numeracy – NAPLAN Year 5

Maths results were once again exceptional. This is a continuous, long term trend. Most students were in the highest three bands. Overall school results were 25 points above state average and over 50 points above LSG. The only area needing additional focus was locating decimals on a number line.

Messages

Principal’s message

Coffee Camp P.S. continues to provide a safe, secure and happy environment where each student is encouraged to achieve their highest potential in all areas of their schooling and to believe in themselves and others as worthy and significant individuals.

Students at Coffee Camp take great pride in themselves, their accomplishments and their school. They celebrate each others successes and are encouraged to respect each other and themselves.

This year has seen a constant growth in student numbers that has resulted in most classes being closed to new enrolments. This trend looks like continuing for the next three years. Students and parents support and appreciate their school and the efforts of the staff. Coffee Camp School is a great place to be.

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.

Stephen Boyd
P&C and/or School Council message
Coffee camp P & C is small but active. The focus of the P & C is on getting the whole school community together rather than on just fund raising. P & C activities and functions are always well attended. Coffee Camp P & C catered for the Zone Athletics Carnival and was well supported by all members.

The P & C oversaw the completion of the “Investing in Schools Grant” to extend the multipurpose room and tuckshop. The official opening occurred on Presentation night with the school band performing for all the parents. The folding doors were very well received.

Future projects will include refurbishment of the multipurpose room, extending the shade area over the play gym and completing the murals in the undercover area.

Carol Boomsma

Student representative’s message
Coffee Camp is the best school in the district, probably even the state. It is wonderful because there is 0% bullying BUT 100% caring for each other. Coffee Camp has great facilities and gives an excellent education. The teachers are friendly and they are very vibrant. They try and make the school a very safe and happy place for us. Everyone is valued equally.

Acacia Roberts

There’s no bullies because everyone knows each other. Most people are friends and even if you aren’t friends people still talk to you just to make you feel good. I’ve been to several schools and I’ve only been here two years but I’ve learnt more here than in the rest of my whole school career because of the friendly teachers, actually the teachers make learning fun and interesting. All up this school is a great place to be and every day you learn something new.

Henry Soulsby

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.

<table>
<thead>
<tr>
<th>Student enrolment profile</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>28</td>
<td>31</td>
<td>29</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>23</td>
<td>21</td>
<td>25</td>
<td>27</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.9</td>
<td>93.5</td>
<td>92.4</td>
<td>92.0</td>
</tr>
<tr>
<td>Region</td>
<td>92.9</td>
<td>93.2</td>
<td>93.3</td>
<td>92.8</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>2/3</td>
<td>2</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

Three classes were formed. Classes were divided into a K/1 class with 20 students, a Year 2/3 class with 20 students and a Year 4/5/6 class with 26 students. These groupings minimised student numbers in each class and maximised learning opportunities. Continuing large enrolments in Kindergarten have meant the continuation of the K/1 class.

Staff information

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

<table>
<thead>
<tr>
<th>Staff establishment</th>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>School support and admin staff</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Staff retention

We have been fortunate in retaining all members of staff this year. Student numbers continue to grow and all vacancies have already been filled for 2009. This means that all teaching positions are secure for 2009.
Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.7%.

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>75%</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>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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.

Income and expenditure patterns remained consistent with 2007. However, some variations did occur in the following areas.

- Over 50% of the “Investing In Schools” tied grant to extend and refurbish the Multi-purpose room/tuckshop was expended as the project neared completion.
- Tied funds were also used to employ a computer coordinator and a support teacher to assist in the delivery of quality programs for students.

School performance 2008
Achievements

Arts
Coffee Camp students are encouraged to pursue their talents and interests in performance and self-expression. The Arts program also encourages all students to grow in self confidence and self belief.

A continued highlight each year is the annual school play night where students from Kinder to Year 6 are involved in a variety of drama, dance and musical items. Students are also involved in the production side learning about lighting, sound, costing and make up. The senior students and several Kinder students captivated a large audience of parents, family and friends with their very professional production of Manutea. The audience were amazed at the skill, excellence and high standards of singing and acting of all the students. Standout performances by the fierce Captain “Maddy” Blood, Quinlan and Otis, the good guys and a hilarious Isaac the Witchdoctor amazed many proud parents. A beautiful rendition of the Sailor’s Song by Timote stunned the whole audience and caused family, friends and mum to shed some “happy” tears.

Year 2/3 performed a marvellous rendition of “Where The Wild Things Are” with lots of crazy characters and dreams and K/1 performed a delightful version of “The Three Little Elephants” (NOT The Three Little Pigs).

Students continued to receive drum, flute, keyboard, trumpet and guitar lessons. The instruments have been purchased by the school and lessons have been provided free of charge by Brett Webb.

The school band performed at a variety of school functions and continued to amaze audiences with their enthusiasm, commitment and ability. A real highlight of the school year was the musical and choir items on Presentation Night.

Parent run art/craft afternoons were a highlight of term 2. Students participated in a variety of activities including; pottery, origami, percussion, yoga, jewellery making and woodworking.
**Sport**

There is continued strong emphasis on participation, achievement of personal goals and being supportive team members. Many successes were gained over the year and students participated with distinction in a variety of sports carnivals, knockouts and fun days.

Students participated with distinction at the district sports carnival with Coffee Camp Public School winning all three ball games trophies as well as being second in the overall and point score trophies. Tyson Manderson, Quinlan Cox and Madeleine Moore were all age champions and Amy Longmuir was runner-up in the Junior Girls.

The cross country carnival was also a success for Coffee Camp students with Navala, Frewoini and Jayden winning their divisions. Madeleine, Veloria, Henry, Carlos and Marcus all recorded top four finishes. Jayden went on to participate in the Regional Carnival.

Quinlan, Maddy, Taya, Tyson, Isaac and Jayden were selected in the district state knockout soccer teams and all performed creditably.

All students participated in a “learn to swim” program conducted at the Lismore pool. Students received stroke correction and acquired water safety skills. Students also performed well at the district swimming carnival with Joseph Wise being senior boy champion.

**Other Student Welfare & School Discipline**

The school community continues to take a strong stance against bullying and ensuring that all students have equal opportunities to receive a comprehensive education. One of our proudest sayings is “We are a Bully free school”.

Focus days have been held on identifying bullying and giving students strategies to cope with incidents. Focus lessons have been held throughout the year based on developing social skills, self worth, self respect and accepting differences in others.

A very successful reward scheme has continued during 2008. Students receive “Good Deed” cards and merit certificates that are exchanged for gold, silver and bronze medals. These are presented at assemblies and photographs of the students are placed in the foyer. Students are now receiving their second gold medals. This has necessitated extending the reward scheme to a platinum level.

**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 the 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**

Eight students completed the NAPLAN test in 2008. There were no students in Band 1. A very pleasing result for this group of students was writing where 4 of the students received Band 5 or 6. This was a marked improvement on recent years. The overall literacy result was above state and Like School Group (LSG) averages.

**Numeracy – NAPLAN Year 3**

All students scored in the top three bands. There were no students in Band 1 or 2. This result was once again, very pleasing and showed the teaching of inferential maths skills (understanding the language of the question) has had a beneficial effect for students across the grades.

**Literacy – NAPLAN Year 5**

Seven students completed the NAPLAN. There were no students in Bands 3 or 4. For the second year in a row student growth rates were above LSG and state averages. While results in reading, language and spelling were excellent, some areas of concern still exist in writing. Areas such as sentence and text structure, paragraphing and punctuation need additional focus.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>61.9</td>
<td>99.2</td>
<td>72.7</td>
</tr>
<tr>
<td>LSG</td>
<td>52.6</td>
<td>73.5</td>
<td>69.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 5

Seven students completed the NAPLAN tests in 2008. The results were outstanding with no students in Band 3 and only 2 scores in Band 4, all other scores were in the highest bands. Growth rates for this cohort of students were incredible with results almost doubling LSG and more than 40 points above state average. This growth was one of the highest in the Wilson Education District.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.2</td>
<td>78.1</td>
<td>126.3</td>
</tr>
<tr>
<td>LSG</td>
<td>83.1</td>
<td>77.8</td>
<td>74.3</td>
</tr>
<tr>
<td>State</td>
<td>76.9</td>
<td>83.7</td>
<td>80.4</td>
</tr>
</tbody>
</table>

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 in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and 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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and 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>

Significant programs and initiatives

Aboriginal education

Staff members are familiar with the Aboriginal education policy and Aboriginal perspectives are included in teaching and learning programs.

Senior students completed units of work on Australian history with emphasis on the culture and lifestyle of Aboriginal people as well as the impact of European culture.

Students participated in NAIDOC week activities and participated in COGS units based on Aboriginal culture.

Multicultural education

Understanding the diverse nature of our society and cultural tolerance is encouraged by having students complete units of work on countries around the world.

The Olympics were a focal point for classroom study and whole school activities.

Students participated in activities such as Harmony Day to encourage acceptance of other cultures and our multicultural heritage.

Respect and responsibility

Coffee Camp students are encouraged to respect each other and themselves. In our weekly school assembly students repeat the school pledge, “I will be a good citizen within the community, be loving caring and understanding to my friends and always do my best in all that I do”, these words reflect what the whole school community is achieving.

Students have participated in World Environment Day activities and various fund raising activities such as “Shave for a Cure”.

Many students are members of Junior Red Cross and hold fortnightly meetings. They raise money for a wide variety of charities and have participated in community events such as Anzac Day marches and Clean up Australia Day.

Other programs

Priority Schools Funding Program (PSFP)

This program has enabled our school to implement a variety of programs based on literacy, numeracy and parental participation.

Achievements have included identifying school and individual strengths and weaknesses in writing, use of language and numeracy, employing a specialist teacher to conduct small group lessons, purchase of additional reading and numeracy resources, holding parent workshops and conducting special school activity days with parents.

Progress on 2008 targets

Target 1
To promote the acceptance and tolerance of ethnic and indigenous cultures.

Our achievements include:

- Social skills lessons based around country studies taught during duty group activities.
- All students participating in Olympic games activities and indigenous studies.
- Participation in special events such as Harmony Day that have encouraged tolerance and respect for other cultures.

Target 2

To have no students in Band 1 or 2 of the National Assessment Program.

Our achievements include:

- Whole school weaknesses such as sentence and whole text structure were identified and explicit lessons were taught.
- No students were in Band 1 or 2 of the NAPLAN tests. Significantly Year 3 results were above state and LSG averages.

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 2008 our school carried out evaluations of the effectiveness of Support Teacher Learning Assistance program and acquisition of writing skills.

Educational and management practice

Effectiveness of Support Teacher Learning Assistance Program

Background

Due to a variety of factors such as unavailability of staff and sickness the Support Teacher Learning Assistance program was fragmented. Staff needed to gauge the effectiveness of the program and develop methods for a smoother more consistent delivery of the program.

Findings and conclusions

A general lack of consistency of support and lack of communication often proved frustrating and disruptive to staff concerned.

When support was consistent, effective results such as improved word attack skills and reading fluency were achieved.

Future directions

- Strict adherence to agreed timetabling structures by staff concerned.
- Regular liaison between teaching and STLA staff to be established.
- STLA staff to provide regular feedback at staff meetings and to provide feedback to parents in formal student reports.

Curriculum

Writing skills acquisition

Background

Results in standardised testing have supported staff beliefs that writing results can be improved. For the last two years writing results have been below other literacy areas. Staff needed to view how writing is taught and what skills are needed to improve results.

Findings and conclusions

100% of staff believed that enough opportunities to write on the various text types each week was adequate. Writing was relevant to the units being taught and work samples showed students were highly engaged in the activities.

On examining student work samples and analysing NAPLAN results it was found that while the content was usually very good, students work often lacked correct punctuation, sentence and text structure and grammar conventions.

Future directions

- Explicit lessons to be taught on grammar, punctuation and sentence structure.
- Teachers in Stage 2 and 3 classrooms to conduct regular formal writing tests. Results to be closely monitored to ensure correct text structures are being incorporated into the writing.
- New technology and ICT to be used to motivate students and to aid in deconstructing writing samples.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

and maths. How the staff make things better when we have a problem. The teachers are our friends, like our relatives. Everyone’s a friend.

Parents……It is the friendly school. The staff. The people who belong to the school community are all friends. No bullies. People listen.

Over thirty responses from students, parents and staff stated……It’s a NO BULLY school.

Professional learning

School focus areas included cultural awareness and the acceptance of ethnic and indigenous cultures and explicit teaching of writing skills. Funds were made available to attend courses in these areas. Courses were attended after school.

Funds were also made available for staff to pursue areas of personal interest such as support teacher learning collegial meetings, university qualifications, indigenous culture, peer mediation and non-violence crisis intervention.

Funds were also made available to release individual staff members each Friday to develop whole school programs, policies, programming and visits with other schools to view best practice.

School development 2009 – 2011

Targets for 2009

Target 1

To achieve parity between reading and writing results in the NAPLAN.

Strategies to achieve this target include:

- Staff becoming more familiar with NAPLAN marking scales and focussing on skill development in these areas.
- Developing K-6 writing scope and sequence charts.
- Analysing NAPLAN data to identify whole school weaknesses.

Our success will be measured by:

- Staff and students being familiar with rubrics used for marking writing.
- Formal weekly writing assessments held.
- Student writing portfolios being developed.
- Whole school weaknesses being identified and explicit lessons taught.
- No students in Band 1 or 2 in Year 3 or Band 3 or 4 in Year 5 in NAPLAN tests.

Target 2

To develop a sustainable school culture.

Strategies to achieve this target include:

- Identifying sustainable resources that can be used at Coffee Camp.
- Students becoming aware of global issues and solutions.
- Producing a School Environmental Plan.

Our success will be measured by:

- Students investigating alternative power sources such as solar power for use at Coffee Camp School.
- Students conducting healthy lunch, waste and power audits to determine future programs.
- National and global issues being investigated by Stage 2 and 3 students.

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.

Stephen Boyd. Principal
Desley Kennedy-Banks. Teacher
Carol Boomsma. P & C President
Brett Webb. Parent

School contact information

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Fax: 02 66899363
Email: coffeecamp-p.school@det.nsw.edu.au
School Code: 1583

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: