

National Partnership on Low SES School Communities

Situational analysis report for new schools with 2011 start date

November 15th , 2010

NSW Department of Education and Training

Copmanhurst Public School

1642

November 15th 2010

NORTH COAST REGION

The following is a report prepared as a result of a Situational Analysis at Copmanhurst Public during Terms 3 & 4, 2010.

- **School situational analysis team members and position**

Francis Kean	Teaching Principal
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Paula Clausen	P & C President

...in consultation with the P & C, all parents and all students.

- **Report author's name and position**

Francis Kean – Principal, Copmanhurst PS

As Principal I endorse the contents of this report,

Francis Kean

Principal- Copmanhurst Public School

A copy of this report has been lodged with Mr Ron Phillips, School Education Director with responsibility for this school.

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1.0 SCHOOL CONTEXT

Copmanhurst Public School provides a focus for the local community. Its tennis court and playground are the training and playing grounds for the local sports clubs and the school is the meeting place of local organisations. The regular school newsletter keeps the wider community informed about school and educational activities and achievements. Through quality teaching and learning practices, commitment, enthusiasm and care, the staff provides students with a foundation in literacy and numeracy. In addition, the school offers: opportunity for academic, sports and art challenges; a safe and happy atmosphere for students and staff to work in; open communication opportunities for students, parents and teachers.

2.0 METHODOLOGY

In conducting this school situational analysis, the following phases were followed to draw conclusions, make recommendations and develop strategies linked to the six Reforms of the Low SES School Communities National Partnership.

1. planning the process
2. collecting data
3. analysing data
4. communicating findings, recommendations and strategies.

Timeline for the situational analysis

Date/s	Phase	Task/s	Required resource	Staff responsible
10 th Aug.- 14 th Sept.	Planning the process	Establish a situational analysis team including representatives from key stakeholder groups: <ul style="list-style-type: none">• determine the data that needs to be collected and the tools available• develop a timeline for the situational analysis, including tasks, required resources and allocation of personnel responsible• decide how the findings will be communicated to the school community.	Staff meeting Staff Meeting P&C meeting	Principal Principal and situational analysis team Prin. P&C
15 th Sept.		Undertake a SMART training workshop.	National Partnership Support Officers	CT Prin.
11 th -	Collecting data	Collect data on:		Prin.

Date/s	Phase	Task/s	Required resource	Staff responsible
20 th Oct		<ul style="list-style-type: none"> • student enrolment • student attendance • student retention • student literacy/numeracy performance • staff profile • student engagement • parents/community • (comprehensive community involvement including Aboriginal community and AECG) 	OASIS data base SMART2 PSF parent Maths information day, Aboriginal parents, P&C meetings, Parents, Survey Monkey	SAM CTs, STL, Prin. PSF Community Liaison Officer, Prin.
21-28 th Oct	Analysing data	Scanning the data Drawing conclusions Validating the conclusions Explaining significance of conclusions	SMART2 data Student/parent/staff surveys	Situational analysis team
28 th Oct	Communicating findings, recommendations and strategies	Communicate the findings, explaining conclusions, making recommendations and developing strategies linked to Reforms	Situational analysis report template	Principal and situational analysis team

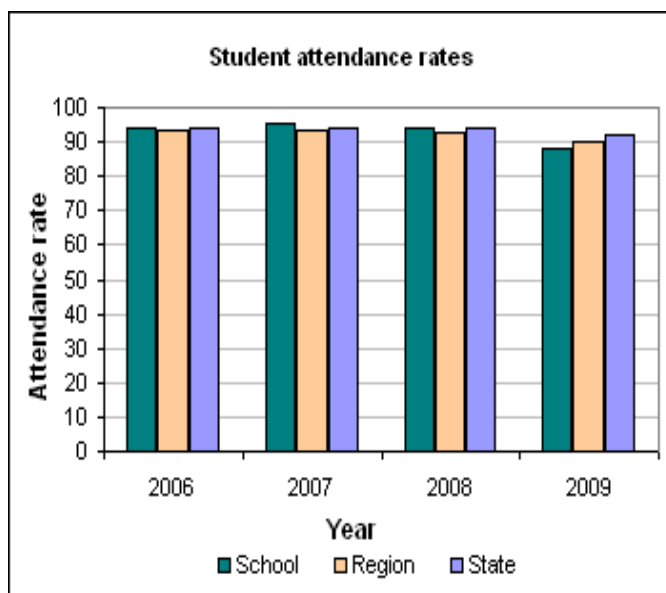
3.0 FINDINGS

Student enrolment

	2005	2006	2007	2008	2009	2010
Male	45	36	39	29	33	29
Female	53	46	42	42	34	30

Student enrolments have been steadily declining in the past five years. Factors affecting this include: an aged population is now attracted to the Copmanhurst area; young siblings are enrolled in Grafton schools when the eldest child commences high school so that they catch the same school bus; work commitments mean that children can't be left unsupervised until school time. The school enjoys a good reputation so that strategies to address declining enrolments are limited. Note the anticipated 2011 Kindergarten intake is 12 students which is promising.

Student attendance



School attendance is always high, contributable to very positive student engagement and high expectations of parents and teachers.

Student performance (Best Start)

What does the Best Start Kindergarten Assessment data indicate about the literacy and numeracy levels of students beginning school?

LITERACY

- More than 89% of students entering Kindergarten have achieved Level 0 or Level 1 ability in all of the areas assessed in literacy.
- Over 90% of students entering Kindergarten have achieved Level 0 or Level 1 ability in Reading Text and Comprehension.
- 70% of students entering Kindergarten have achieved Level 0 or Level 1 ability in Aspects of Speaking.
- 50% of students entering Kindergarten have achieved Level 0 or Level 1 ability in Phonics.
- Students are entering Kindergarten with limited literacy skills and an inadequate foundation in reading, writing and speaking.

NUMERACY

- In excess of 57% of students entering Kindergarten place within the Emergent Level of ability in the area of Numeral Identification and 100% of students assessed, place within Levels 0-1, (Emergent – Initial).
- 85% of students employ Emergent and Perceptual Early Arithmetic Strategies to count as a problem solving process.
- Over 57% of students can create patterns of repeated units of specific size.
- More than 71% of students have achieved Facile Level in the area of Forward Number Word Sequences.
- Forward Number Word Sequences is an area of strength.
- Numeral Identification and Counting as a Problem Solving Process and Pattern and Repeated Unit are areas in need of development.

What comparisons to LSG could be made?

- Kindergarten students are entering school with a less solid foundation in Literacy Skills than Numeracy Skills.
- Students are entering school with poorly developed Literacy skills, especially in the areas of Phonemic Awareness, Concepts of Print and Aspects of Writing.
- Teachers will implement the Best Start Kindergarten Assessment Program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy and numeracy teaching.
- The Kindergarten teacher will conduct interviews with parents to provide Best Start analysis feedback.
- Teachers will incorporate explicit teaching strategies in literacy in the early years.
- Teachers will analyse BEST START data to determine and to inform and guide their teaching practices and programs.
- Professional learning will be targeted towards identified needs as indicated by analysis of Best Start data.

- Staff will participate in Best Start professional learning led by the Best Start Leader.
- Teachers will use ongoing data collection from Best Start, TEN Program and class assessment tasks to monitor and document student learning.
- The teacher will implement a benchmarking process in Kindergarten using Best Start, SENA and Reading Recovery resources.
- The teacher will implement the Kindergarten/Year One Reading Recovery program.

Student performance (all schools)

How were the students represented across the bottom 2 and proficient (top 2) bands in NAPLAN?

- Year 3 students were over-represented in the bottom two bands (Bands 1&2) in Reading (40% cfd 14% State), Spelling (60% cfd 13% State), Grammar /Punctuation (60% cfd 15% State).
- There were no Year 3 students in the bottom Writing band. 20% of Year 3 students were in Band 2 (cfd 6% State).
- Year 3 students were over-represented in the bottom two bands (Bands 1&2) in both strands of Numeracy – Data/Measurement/Space/Geometry (70% cfd 17% State) and Number/Patterns/Algebra (70% cfd 14% State) and compared to Region.
- Year 5 students were comparable to State in the bottom Literacy bands (Bands 3 & 4): Reading (28% cfd 20%), Writing (14% cfd 13%), Spelling (14% cfd 16%) and Grammar/Punctuation (14% cfd 17%).
- Year 5 students were comparable to State in the bottom two Numeracy bands (Bands 3&4), Data/Measurement/Space/Geometry (28% cfd 20%), Number/Patterns Algebra (14% cfd 17%).
- Year 3 students were under-represented in the Literacy proficiency bands (5 & 6) in Reading (10% cfd 48% State), Writing (30% cfd 56% State) and Grammar/Punctuation (20% cfd 54% State).
- Year 3 students were comparable to State in the proficiency bands in Spelling (40% cfd 46% State).
- Year 3 students were under-represented in the Numeracy proficiency bands for both strands: Data/Measurement/space/Geometry (10% cfd 32%State) and Number/Patterns/Algebra (10% cfd 40% State).
- Year 5 students were comparable to State in the proficiency Literacy strands: Reading (29% cfd 33%), Writing (29% cfd 27%) and Grammar/Punctuation (43% cfd 45%).
- Year 5 students were below State in proficiency levels in Spelling (14% cfd 36%).
- Year 5 students were under-represented in the proficiency Numeracy strands: Data/Measurement/Space/Geometry (14% cfd 27% State); there were no students in the top two bands in Number/Patterns/Algebra (34% State).

What comparisons to LSG could be made?

- For the Literacy proficiency bands, our Year 3 students were comparable to the Clarence SEG schools in Writing and Spelling but below in Reading and Grammar/Punctuation.
- For the bottom two Literacy bands, our Year 3 students were over-represented in all Literacy strands compared to the SEG schools.
- For the Numeracy proficiency bands in both strands, our Year 3 students were below the SEG schools.
- For the bottom two Numeracy bands in both strands, our Year 3 students were over-represented compared to the SEG schools.

- For the Literacy proficiency bands, our Year 5 students were above the SEG schools in Reading, Writing and Grammar/Punctuation but below in Spelling.
- For the bottom two Literacy bands, our Year 5 students' representation was favourably below the SEG schools in all Literacy strands.
- For the Numeracy proficiency bands, our Year 5 students were comparable to the SEG schools in Data/Measurement/Space/Geometry but below in Number/Patterns/Algebra.
- For the bottom two Numeracy bands, our Year 5 students' representation was favourably below the SEG schools.

How did the growth rates for the various aspects compare with State growth rates?

- Average growth in Reading and Writing from Year 3 (2008) to Year 5 (2010) was poor compared to the average state growth.
- Average growth in Grammar/Punctuation was comparable to State growth.
- Average growth in Spelling was significantly higher than average State growth.
- Average growth in Numeracy (92.5%) was greater than average State growth (89.07%).

What are the overall areas of strength and those for further development?

- Overall strengths of the school are Writing and Grammar/Punctuation, where our students performed well in the proficiency bands.
- Overall areas of further development are Reading and Number/Patterns/Algebra, where our students are both over-represented in the lowest two bands and not well represented in the top two bands.

What spread of students were represented across the bands? Is this significantly different from previous years?

- In Year 3 Literacy, the students were grouped mainly in the first four bands.
- In Year 3 Numeracy, the students were over-represented in the bottom two bands.
- In Year 5 Literacy, the students predominantly fell into Bands 5-7.
- In Year 5 Numeracy, the students predominantly fell into Bands 5 and 6.
- In 2008/2009 Year 3 Literacy, there were little or no Bands 1 and 2.
- In 2008/2009 Year 3 Numeracy, there were little or no Bands 1 and 2.
- In 2008 Year 5 Literacy, the students were predominantly in Bands 3-6 but in 2009 they were clustered in Bands 5-7.
- In 2008 Year 5 Numeracy, there was a high predominance of low bands but in 2009 the students clustered in Bands 4-7.

What does the value added data indicate for: lower, middle and higher performing students? Is this significantly different from previous years?

- In Literacy, the lower performing students made significantly high growth in Spelling (indicated by 97.8% average growth compared to 82.6% State) and Grammar/Punctuation (94.5% compared to 95.4% State). The middle and higher performing students had low to average growth with one high performing student going down in Writing. The school's growth in Reading and Writing was very low compared to State.
- In Numeracy, there was overall solid growth as indicated by the school's average growth (92.5%) compared to the State (89.1%).
- No data available for 2008/2009.

Student engagement

What findings did the surveys generate on student attitudes and learning experiences in literacy and numeracy to inform school planning?

- 36 Primary students completed the Primary (K-6) Student Survey-Literacy on SurveyMonkey. There was an 80%-plus agreement or strong agreement on all 16 questions which indicated positive attitudes to Literacy learning, to teachers, to the purpose of learning and to the enjoyment of Literacy.
- 35 Primary students completed the Primary (K-6) Student Survey-Numeracy on SurveyMonkey. There was an 80%-plus agreement or strong agreement on all 16 questions which indicated positive attitudes to Numeracy learning, to teachers, to the purpose of learning and to the enjoyment of Numeracy.
- This positive response encourages staff to continue to respond to our students' enthusiasm for learning and their thirst for understanding in Literacy and Numeracy.

Staff profile

What percentage of various funding dissections supported staff professional learning?

40% of the PSF budget was used to support teachers' professional development. This included Accelerated Literacy, Interactive Whiteboard training.

10% of the whole-school budget was committed to the TENS program, Leadership and Quality Teaching.

Are there implications for areas of professional learning that could be enhanced?

- Further whole-staff professional learning on the use of SMART2 to develop staff skills on NAPLAN analysis.
- Further whole-staff professional learning on the use of IWBs.
- Full professional learning on the use of Connected Classroom technology.

What were our targets for 2010 and did our professional learning funds build staff capacity to help us achieve our targets?

- Target 1: Improve NAPLAN Spelling results-trends show that the school's Spelling results (Year 3) were significantly down in 2008, rose in 2009 and decreased significantly in 2010. Trends show that the school's Spelling results (Year 5) were down in 2008, rose in 2009 and decreased slightly in 2010. Professional learning at the school level was sufficient. Different cohorts of students from year to year go towards explaining these significant rises and falls.
- Target 2: Increase the proficiency levels in the Measurement strand of NAPLAN- specifically, there were two of six Year 3 measurement questions where 50% or more of the students were correct. There were four of nine Year 5 measurement questions where 50% or more of the students were correct. Professional learning at the school level was sufficient but more professional learning with IWBs would be beneficial. Different cohorts of students from year to year go towards explaining these significant rises and falls.
- Target 3: Increase student engagement through the active use of IWBs- two CTs attended IWB professional learning. Two more will be trained in 2011.

What findings did the surveys generate on teacher confidence, beliefs and perceptions in the teaching of literacy/numeracy to inform school planning?

- The staff's knowledge and understanding of the syllabi continues to evolve. Ongoing Professional Learning keeps a teacher's effectiveness current and allows opportunities to share with other colleagues.
- There is great value placed on Professional Learning at the school level eg. staff meetings, SDDs.

Parents/community

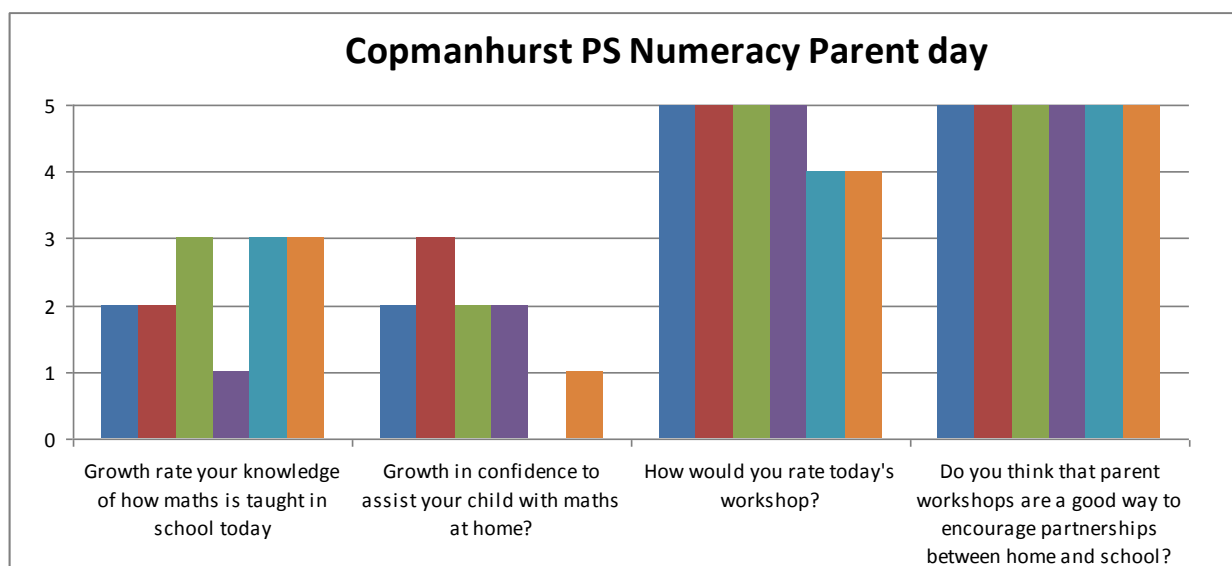
- 35 families responded to the Community Engagement Survey-Effective Practice on SurveyMonkey. There was 90%-plus agreement or strong agreement on 19 of the 22 questions. There was 70-90% agreement or strong agreement on the other three questions.

Are there implications for cohorts of student son attitudes and engagements?

- On the question of student attitudes/engagement, parents responded 40% strong agreement, 57.1% agreement (97.1% total) that the school provides class activities that are interesting and that engage the students in learning.

Are there implications for improving parent satisfaction with aspects of school operation?

- Evaluation from a Parent Numeracy Day (Term3) indicated positive parent attitudes towards KLA Parent Information Sessions and a desire for information sessions on Spelling and Fractions/Decimals/Percentages.



- Suggestions from the Community Engagement Survey include: parent 'learning' sessions, advice about how parents can help at home, increased opportunities for parent/teacher communication, increased feedback on student progress.

Are there implications on the level of home, school and community partnerships?

- On the question of a parent/school partnership, parents responded 34.3% strong agreement, 62.9% agreement (97.2% total) that Copmanhurst PS is where teachers and parents work in partnership.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Using the findings from section 3, develop conclusions, recommendations and strategies linked to the six Reforms.

Conclusion	Recommendation	Draft strategies to be implemented	Final strategies to be implemented (following joint planning sessions)	NP Reform
Literacy				
Best Start results indicate students are entering Kindergarten with limited literacy skills and an inadequate foundation in reading, writing and speaking.	Literacy needs of preschool students to be communicated to parents prior to school entry, including the needs of Aboriginal children and their families.	Thorough Kindergarten orientation, including Parent Information, Classroom visits, Interviews and provision of School Entry Support Package (SESP). Facilitate supportive dialogue with Aboriginal parents.	Kindergarten teacher released for three days to conduct interviews, facilitate the orientation. Utilise members of the Aboriginal community within our school. To purchase Literacy resources for the SESP.	R3 R4 R6
Literacy results from NAPLAN 2010 indicate weaknesses in Reading, Spelling, Grammar and Punctuation.	Whole school commitment to uninterrupted quality literacy teaching instruction.	Group students according to reading needs to allow individuals to work at instructional level. Reduce daily literacy group sizes to facilitate more intensive individual instruction. Utilise the STL to further support the reading program.	Employ teacher 1hour per day (4 days per week). Timetable STL 5 weeks per term.	R4 R6

Conclusion	Recommendation	Draft strategies to be implemented	Final strategies to be implemented (following joint planning sessions)	NP Reform
	<p>Embed quality teaching into literacy teaching and learning programs and evaluate consistently against predetermined outcomes.</p> <p>Continued commitment to Accelerated Literacy Program.</p>	<p>Release teachers for Professional Learning to plan and create literacy resources to address specific needs as indicated by NAPLAN and Best Start results and school assessment scope and sequence.</p> <p>Train two teachers in Reading Recovery for Small and Isolated Schools.</p> <p>Utilise NaIP resources.</p>	<p>1 day teacher release per term (4 days).</p> <p>3 days release per teacher (6 days).</p> <p>Purchase multiple copies of texts linked to the NAPLAN Program.</p>	<p>R3 R4</p> <p>R1,R3, R4</p>
Numeracy				
Best Start results indicate students are entering Kindergarten with limited numeracy skills.	Numeracy needs of preschool students to be communicated to parents prior to school entry, including the needs of Aboriginal children and their families.	Thorough Kindergarten orientation, including Parent Information, Classroom visits, Interviews and provision of School Entry Support Package (SESP). Facilitate supportive dialogue with Aboriginal parents.	<p>Kindergarten teacher released for three days to conduct interviews, facilitate the orientation. Utilise members of the Aboriginal community within our school.</p> <p>To purchase Numeracy resources for the SESP.</p>	<p>R3 R4 R6</p>

Conclusion	Recommendation	Draft strategies to be implemented	Final strategies to be implemented (following joint planning sessions)	NP Reform
Numeracy results from NAPLAN 2010 reveal an under-representation of students in the top two bands and reveal weaknesses in Number, Patterns and Algebra.	Use ongoing data collection from Best Start, TEN program and class assessment tasks to monitor and document student learning.	Staff survey of numeracy needs. Develop a whole school assessment scope and sequence for numeracy.	Staff to meet with Numeracy Consultant for planning day (4 days release).	R5
	Provide opportunities for students performing at or below NMS to increase their achievements in Mathematics.	Group students according to numeracy needs to allow individuals to work at instructional level. Reduce daily Numeracy group sizes to facilitate more intensive individual instruction. Utilise the STL to further support the Numeracy program.	Employ teacher 1hour per day (4 days per week). Timetable STL 5 weeks per term.	R4, R6
	Embed quality teaching into Numeracy teaching and learning programs and evaluate consistently against predetermined outcomes.	Release teachers for Professional Learning, and to plan and create Numeracy resources to address specific needs as indicated by NAPLAN and Best Start results and school assessment scope and sequence.	1 day teacher release per term (4 days).	R3, R4
	Continued commitment to TEN Program.	Utilise TEN resources including DENS and personnel.	Purchase concrete Numeracy resources including IWB software.	

Conclusion	Recommendation	Draft strategies to be implemented	Final strategies to be implemented (following joint planning sessions)	NP Reform
ICT				
Although teachers are relative novices in the use of IWBs they are enthusiastic and have begun to embrace the technology into their every day practice. Staff surveys indicate there is a need to further develop IWB skills.	Utilise professional learning opportunities to embed ICT into teaching practice including IWB.	Provide in-school ICT support and mentoring. Develop programs across the KLAs that include an IWB component.	Incorporate opportunities for staff to share IWB expertise and resources in weekly staff meetings. Professional Learning opportunities for all staff (4days plus School Development Days).	R R3
Parent Involvement				
Parent surveys indicate that over 95% of respondents agree or strongly agree that our school provides regular communication on school programs and student progress, however, some parents have expressed a desire to access information via the school website.	Regular updates of our school website occur, including school highlights, shared learning links and school updates. Continue to provide regular opportunities to discuss programs, expectations and student progress.	Ensure our school's website is updated monthly. Parent/ teacher information sessions. Regular reporting to parents.	Employ SASS staff member one day per month. Orientation Information session. KLA specific awareness meetings and curriculum information, including teaching and learning ideas included in weekly newsletter.	R5,R6 R5, R6 R5,R6

Conclusion	Recommendation	Draft strategies to be implemented	Final strategies to be implemented (following joint planning sessions)	NP Reform
		<p>Provide opportunities for parents to attend school in both formal and informal situations.</p> <p>School participation in community activities.</p> <p>Provide opportunities for parents to support their child's learning at home.</p>	<p>KLA specific open days, gala days, inter school visits and excursions.</p> <p>Parent commitment to support their child in Premier's Reading Challenge.</p> <p>Purchase, and train parents in use of, Mathletics Program.</p>	<p>R3</p> <p>R6</p> <p>R6</p>
Joint School Co-operation				
Joint links with other schools to increase student engagement and facilitate the exchange of skills, experiences and activities.	A Connected Classroom program is set up to enhance Quality Teaching/Quality Learning in the four host schools (Baryulgil, Copmanhurst, Nymboida, Tucabia, plus a guest school, Glenreagh PS). This program will utilise the new Connected Classroom facility in all four schools.	Employ an experienced teacher to work within the Quality Teaching framework, collaborating with school staff for lesson preparation and delivery through the Connected Classroom technology.	<p>Employ a teacher 1 day per week for 2011.</p> <p>Engage in virtual excursions as planned.</p> <p>Purchase appropriate software to support the program.</p>	<p>R3 R4 R6</p> <p>R3 R4 R6</p> <p>R3 R4 R6</p>

5.0 SCHOOL PLAN TARGETS 2011

Targets 2011
Reduce the number of students (in Years 3 & 5) achieving at or below the National Minimum Standard from 6 in 2010 to 2 in 2011 in NAPLAN Reading.
Increase the number of students (Years 3 & 5) achieving at the proficiency level (top two bands) for Number/Patterns/Algebra from 1 in 2010 to 4 in 2011 in NAPLAN Numeracy.
Increase student access to technology, through active participation in a local Connected Classroom program across four schools, from no class use in 2010 (Connected Classroom installed lat Term 3, 2010) to all classes being involved with the classes in the other three host schools in Term 1, 2011.

6.0 STRATEGIES 2011 - FUNDED BY NATIONAL PARTNERSHIPS

Key strategies 2011
<ul style="list-style-type: none">• Effective and comprehensive Kindergarten orientation and assessment program, including significant dialogue with Aboriginal families.
<ul style="list-style-type: none">• Grouping across all Stages for the explicit and systematic teaching of literacy.
<ul style="list-style-type: none">• Planning and professional learning to create literacy resources and revise school assessment 'scope & sequence'.
<ul style="list-style-type: none">• Reading Recovery training to target Year 1 Reading needs.
<ul style="list-style-type: none">• Accelerated Literacy program targets inferential comprehension skills.
<ul style="list-style-type: none">• Develop a whole-school assessment 'scope & sequence' for Numeracy.
<ul style="list-style-type: none">• Numeracy grouping from Early Stage 1 to Stage 2.
<ul style="list-style-type: none">• Develop and purchase Numeracy resources to support Quality Teaching.
<ul style="list-style-type: none">• Professional learning to increase teacher effectiveness in the use of IWBs.
<ul style="list-style-type: none">• Update the school's website to facilitate communication with parents.
<ul style="list-style-type: none">• KLA parent/teacher information sessions.
<ul style="list-style-type: none">• Weekly Connected Classroom lessons to involve all students with modern technology.