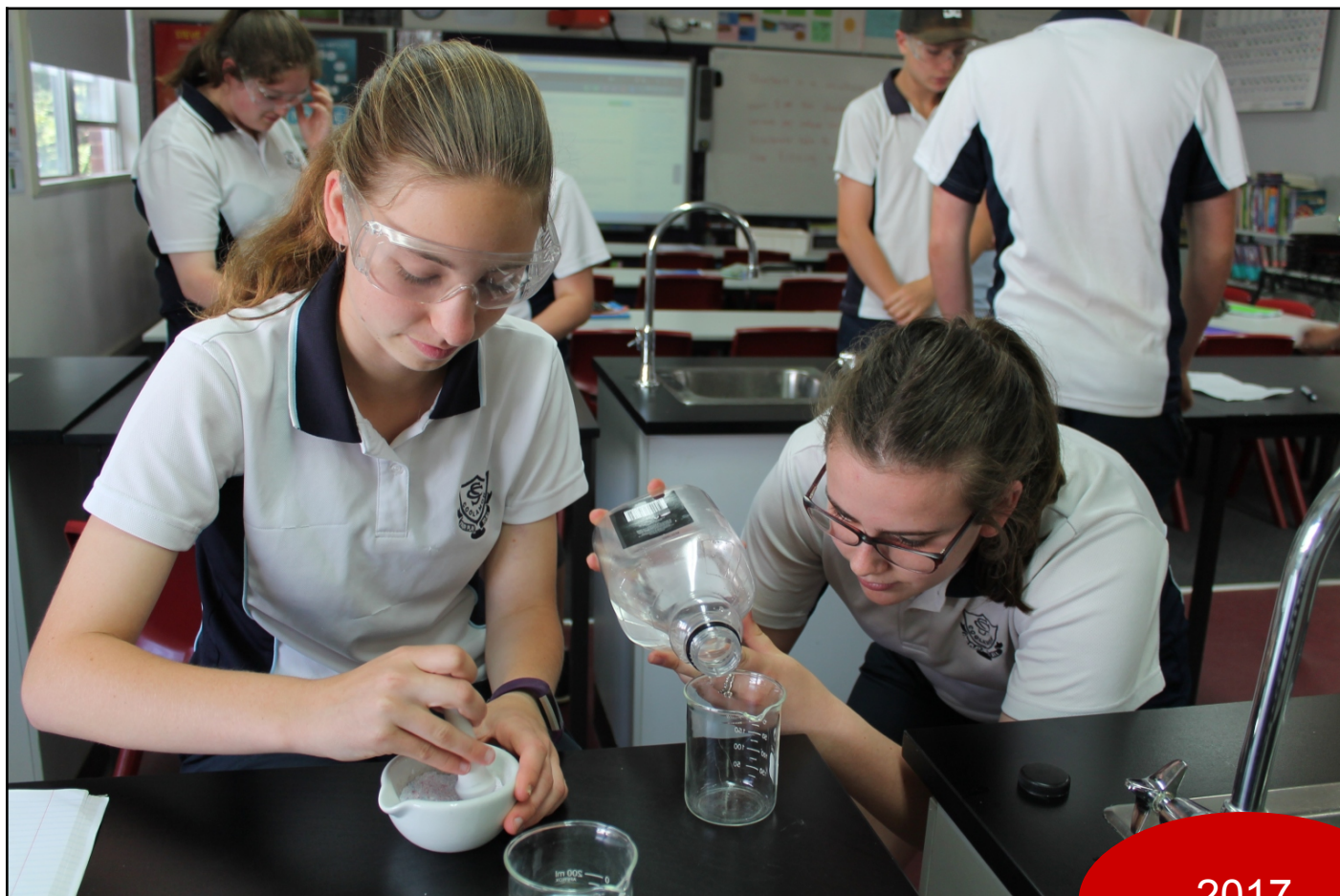


Coolamon Central School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Coolamon Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Beer

Principal

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School background

School vision statement

All students are inspired and motivated to learn, discover and critically analyse their knowledge and to become informed citizens of the future.

School context

Coolamon Central School is a Kindergarten to Year 12 school located approximately 40km North West of Wagga Wagga. The school is set in a rural community and draws on a number of smaller primary schools in the area. The school has a stable enrolment of over 300 students. The school has a 7% indigenous population and promotes knowledge and understanding of other cultures and traditions.

Our school has an active Parent and Citizens Association. We have specialist teachers and rooms for Art, Music, Wood Techniques, Hospitality and Science. Our Primary and Secondary students, along with other local schools have the opportunity to use these 21st Century facilities.

The school's physical location enables staff and students access to the town facilities within a one block radius including the swimming pool, football ovals, touch and soccer fields, netball courts, tennis courts, golf course, bowling greens and the Kindra State Forest walking area. The school has a second site with an agricultural plot, athletics track and cricket pitch.

Coolamon Central School students actively engage in many sporting and extra-curricular activities such as; debating, public speaking, choir, eisteddfods, performing arts presentations, curriculum based competitions, excursions and cultural events.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the **Learning Domain**; for the elements of Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting our school is working at the Sustaining and Growing level. Positive and respectful relationships are evident among students and staff, promoting wellbeing and ensuring good conditions for student learning. Attention to individual learning needs has been another component of our progress throughout the year. The school encourages students to recognise and respect cultural identity and diversity through activities such as NAIDOC Day, Harmony Day and working in association with the local AEGC and Aboriginal elders. In the element of Student Performance Measures the school is at the Delivering level. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. We have successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

In the **Teaching Domain**; for the elements of Effective Classroom Practice, Collaborative Practice the school is at the Excelling level. For the elements of Data Skills and Use, Learning and Development and Professional Standards the school is at the Sustaining and Growing level. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership and leadership practice. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence based teaching strategies. Our major focus has been on professional learning teams that provide staff members with the opportunity to plan, teach and grow in each of our stages. Importantly, staff are developing their own evidence based practice through their reflections and evaluations of collective work.

In the **Leading Domain**; for the elements of School Resources and Management Practices and Processes our school is working at the Excelling level. The succession planning, leadership development and workforce planning are designed to drive whole-school improvement. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. In the elements of Leadership, School Planning, Implementation and Reporting the school is at the Sustaining and Growing level. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Both the students and the community are provided with the opportunity to provide constructive feedback on school practices and procedures. The leadership team has been successful in leading the activities outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of the next steps are outlined in the following pages of this report. The use of our own self-assessment processes will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Students, Parents and Community Engagement

Purpose

To engage and build strong relationships between students, parents and the community to ensure every student and their family is a valued member of the school.

Overall summary of progress

There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well developed and current policies, programs and processes identify, address and monitor student learning needs. All teaching staff understands that student engagement and learning are related, with the school communicating priorities for strengthening both areas. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, Gifted and Talented students, students with a disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Active and increased community engagement, participation and awareness to foster a collaborative environment resulting in successful learning.	\$2,000 Aboriginal Background \$4,000 Socio-economic background	Improved parent/community communication: new information booklet for parents, Facebook, emailed newsletter, Increased parental attendance at school events: Y7 Transition evening, visiting performances, Education Week activities, ANZAC participation, NAIDOC, Parent Teacher nights and P&C.
The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.	\$3,000 Aboriginal Background \$4,000 Socio-economic background	Staff training and implementation of wellbeing programs: MGoals, Peer Support, Rock and Water.

Next Steps

Continue to build on and increase community engagement, participation and awareness to foster a collaborative environment resulting in successful learning. Build on these positive and respectful relationships across the school community to underpin a productive learning environment, and support students' development of strong identities as learners.

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Ongoing tracking of student Learning Support and Wellbeing interventions.
- Continue to encourage collaboration between all staff so as to effectively communicate and deliver key reforms in partnerships with students, parents and the community in the context of local decision making.

Strategic Direction 2

21st Century Citizens/Learners

Purpose

To work together as a learning community to build the capacity of all students to achieve their full potential, personal goals and lead successful lives in the 21st Century.

Overall summary of progress

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate. Extracurricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Curriculum provision is enhanced by learning alliances with other schools and organisations. Coolamon is involved in both secondary and primary school Community of Practices. The school actively collects and uses information to support students successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs. Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extracurricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students and develop 21st Century learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents actively engage in and support the schools educational priorities through online community partnerships and engaging learning opportunities.	\$4,000 Aboriginal Background \$8,000 Socio–Economic Background \$13,000 Equity funding	Continued training in and implementation of the How2Learn program across the whole school and linking the welfare system to the H2L dispositions. All Stages 1–3 staff are trained in the use of PLAN and are plotting their students on the Literacy Continuum. English teachers have continued with the continuum plotting for Stage 4 students.
All teachers' utilising technologies to maximise 21st Century learning opportunities for students.	\$24,000 Socio–economic Background	Improved technological facilities and understanding of technological requirements throughout the school: technology audit, Sentral implementation and training, Cyber Safety workshops with the Police Liaison Officer. The conversion to an ETFL school has improved the output and consistency of our technology. The purchase of a second set of classroom laptops to improve staff and student access to technology.

Next Steps

Continue with the up skilling of staff in 2017 as it complements our school plan and strategic directions:

- Beginning teachers are continuing to be given opportunities for professional growth and development.
- Continue with the collaboration and resource development to integrate How2Learn, ALARM and 21st Century teaching and learning strategies.

Continue to develop programs that:

- Increase the skill capacity of our students to solve problems and communicate effectively using ICT and, multimedia and visual technologies.
- Allow students to demonstrate increased confidence and competence in their knowledge and understanding of the implementation of technology in their learning.
- Apply the existing technological skills of parents and community members to strengthen learning outcomes of our students.

Strategic Direction 3

Raising Expectations and Enhancing Student Learning

Purpose

To actively develop a school-wide collective responsibility for students learning and success with high levels of student and staff engagement in meaningful, challenging and future-focused learning experiences.

Overall summary of progress

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision making and planning. Students are self aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Students care for self, and contribute to the wellbeing of others and the wider community. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Wellbeing Policy.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. The staff building their Professional Development Plans to incorporate the teaching strategies of How2Learn and ALARM. The school encourages students to recognise and respect cultural identity and diversity. School staff maintains currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Highly engaged learners that are achieving their potential at stage clusters on the literacy and numeracy continuums. Leading to a 9% increase in the top two NAPLAN bands in literacy and numeracy.	\$7,000 Aboriginal Background \$10,000 Socio-economic Background \$10,000 Equity Funding \$123,000 Low Level Adjustment for Disability	2017 saw the ongoing development of the Learning and Support team and specific programs: <ul style="list-style-type: none">• PLPs for ATSI students were on updated in Sentral, making them electronically available to all staff after meeting with parents.• IEP's, Risk Management Plans and alternative learning strategies for all students with special needs has led to a decline in the suspension rate. These are also now stored electronically on Sentral.• An experienced retired English teacher has been tutoring Y11/12 Aboriginal students with the focus on literacy.• Coolamon Central has become involved in two Community of Schools projects: The Cootamundra Patch of high schools which has led to a closer coordination in learning programs and assessments.• The school has combined with its partner primary schools to work closely to improve literacy and numeracy as well consistency in assessment and transition to Year 7.
A highly skilled, responsive and diverse workforce where staff members understand and value individual learning differences and contribute to and maintain a culture of high expectations.	\$12,000 Socio-economic Funding	The staff is now skilled in the development and purpose of their PDP's: <ul style="list-style-type: none">• All Secondary Staff have undertaken ALARM training and the majority are now implementing this technique in the classrooms.• All staff have undergone training in the analysis

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A highly skilled, responsive and diverse workforce where staff members understand and value individual learning differences and contribute to and maintain a culture of high expectations.		of NAPLAN results in order to improve teaching programs. <ul style="list-style-type: none">• Evaluation of the primary school reading programs including: Focus on Reading, MiniLit, MultiLit, L3 and Reading Recovery.• Using this information and input from other successful schools to develop and improve our literacy programs.

Next Steps

Continue to build on:

- School programs that will differentiate and cater for the needs of identified students groups (ie. Aboriginal Students, Gifted and Talented students, students with disabilities and learning support needs)
- Implementing a framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves their individual and collective wellbeing.
- Students developing positive and reflective attitudes that raise their expectations of academic success and enhance their engagement in learning and positive relationships. Quality teaching and professional practice will be evident in every learning environment in order to meet the Premier's Priority of improvements in literacy and numeracy results.
- Providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- focusing on improved teaching methods in literacy and numeracy with professional learning activities such as: Bump it Up, Focus on Reading, 2LS to develop and build staff understanding of effective teaching strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Performances and Programs: \$3,000</p> <p>ASLO: \$2,400</p> <p>Individual Tutoring: \$6,400</p> <p>Rock and Water Training \$4,100</p>	<p>All students have PLP's and an increasing number of parents were involved in the development and monitoring of these. A close partnership was developed with the local AECG with regular meetings with Aboriginal parents and carers.</p> <p>Two Year 11/12 Students also received intensive tutoring to help them prepare for their HSC. One of the students had very specialised and intensive learning support needs who welcomed this additional assistance.</p> <p>Aboriginal primary students were targeted with individual and small group instruction. This individualised approach improved attendance, increased student engagement and literacy skills.</p> <p>Community Events – such as NAIDOC, Harmony Day, and performances were also a great success this year.</p>
English language proficiency	Nil	NA
Low level adjustment for disability	<p>Additional SLSO employment to assist students with disabilities: \$31,728</p>	<p>All students requiring adjustments and learning support are catered for with in class programs and other whole school engagement strategies. SLSO's and specialist tutors were employed to assist students who required accommodations and assistance to help them become more engaged in their learning.</p> <p>Small groups were created and supported in both the primary and secondary schools to allow additional support in literacy and numeracy.</p> <p>Teachers were selected to undertake specialist training programs in Learning and Support and assisting students with special needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher release to run these programs: \$11,500</p>	<p>Quality Teaching Successful Students funding has enabled additional employment of a specialised Learning and Support teacher to run programs such as Multi lit and Mini Lit to help improve student literacy. It has also been used for the release of teachers to engage in onsite professional development. Many of the primary teachers at Coolamon Central School are in the beginning stages of their career and as such they benefit greatly from this extra support.</p>
Socio-economic background	<p>Additional primary teacher in order to reduce class sizes and improve student learning: \$65,000</p> <p>Employment of a Middle School Executive: \$35,000</p>	<p>A Middle School Executive (Years 5–8) was created to improve transition and wellbeing in this area.</p> <p>Professional Development Plans to improve their performance. Training in How2Learn has continued and the program is now being implemented in both class and wellbeing</p>

Socio-economic background	<p>Purchase of an additional set of laptops and charging station: \$24,000</p> <p>Student subsidy assistance: 4,000</p> <p>Secondary KLA's: 63,000</p> <p>Purchase of an electronic school sign: 19,000</p>	<p>awards.</p> <p>Training and implementation of the ALARM program has been embedded in Stages 5&6. Some teachers are starting to use the scaffolding process in Stage 4 as well.</p> <p>Reducing class sizes in the primary has allowed teachers more face to face time with students.</p> <p>The school has continued with a major upgrade in our technology network and staff training. Another portable set of class laptops was purchased.</p> <p>Feedback from the community and parent study identified the school as continuing to improve its communication methods. There are still improvements to be made in this area.</p> <p>As a result the newsletter has been revamped, Facebook is updated regularly and an electronic sign was installed at the front of the school.</p> <p>Continued training and wider useage of Sentral has enabled great advancement in our organisational and wellbeing systems.</p> <p>Ongoing improvements in peer Support, transition and community involvement programs has continued.</p>
Support for beginning teachers	<p>Beginning Teacher and mentor release: \$13,500</p>	<p>Our Beginning Teacher was released from class for up to two hours each week, to participate in a range of activities to support the development of their skills and confidence.</p> <p>These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on classroom management and student engagement with their curriculums.</p> <p>The teachers were provided with feedback and they were supported in the development of their teaching skills.</p>
Targeted student support for refugees and new arrivals	<p>Nil</p>	<p>NA</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	140	135	152	148
Girls	165	148	170	164

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	95	92.9	91.9
1	89.2	92.7	94	93.1
2	92.9	92.3	92	92.8
3	93.3	93.2	92	93.4
4	95.1	94.7	92.4	91.6
5	91.8	94.6	93.2	94.8
6	91.3	94.6	92.5	95.2
7	89.9	93.3	92.2	93.7
8	91.9	87.4	92.7	89.5
9	88	88.2	80.1	90.9
10	78.8	82.9	92.1	78.5
11	76.7	84	78.7	90
12	82.8	78.5	89.6	84.5
All Years	88.8	90.2	90.4	90.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Workforce information

Management of non-attendance

The school works closely with students parents and the local HSLO/ASLO in order to improve student attendance. The Learning Support and Wellbeing teams identify students that they feel need intervention from the school. Our Attendance coordinator and Middle School Executive follow up on students who have unexplained absences by phone, letter and parental appointment.

The school actively promotes the value on regular on time attendance at school through its newsletter and Facebook page. Students who truant are also followed up through our Wellbeing and Discipline team and their parents are promptly notified.

Overall school attendance has shown a steady increase, even though the senior years still need improvement. The Middle School Executive has been able to successfully boost attendance in these years.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	50	46
TAFE entry	0	15	18
University Entry	0	0	36
Other	0	0	0
Unknown	0	35	0

Students have entered into a wide variety of university courses including; Arts, Education, Sciences. Students were successful in gaining entry to these courses through the Early Entry Programs offered by universities. There was keen interest shown by other students in pursuing employment in trade industries. Several were successful in gaining trade apprenticeships and working part time jobs.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	17.47
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.59
Other Positions	0.6

*Full Time Equivalent

The school has two male Aboriginal permanent staff members. One is a primary teacher and the other is in high school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Staff engaged in many professional learning opportunities throughout the year based on needs of the school, the students, the individual teachers and our School Plan strategic directions.

These training events were in the form of online training conducted at school after hours, courses by both DET and external providers. Networking meetings with staff around the state and local area to provide a wide experience base for staff and specific training to cater to the needs of individual students and the student body as a whole. Teachers have been upskilled in compulsory areas for training and development, along

with areas for development as the school saw the need with students and staff. Training for 2018 will be ongoing and staff will relate all training and development opportunities applied for to support the School Plan.

The staff participated in the following courses:

STLA meetings, Focus on Reading, Reading Recovery, Emergency Care ASCIA – Anaphylaxis and CPR training, PLAN and continuum updates, Autism Training and Information session Premier's Sporting Challenge Child Protection and Code of Conduct Classroom management strategies, HOW2Learn, ALARM, Specialist KLA training, Consistency in assessment and reporting.

The school also was chosen to become involved the Bump it Up program and the required training was undertaken.

Several New Scheme Teachers are working towards NESA accreditation and teachers maintaining accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Last year saw a large increase in the amount of voluntary fees paid by parents and careers. This income is very important to the school as we were able to use it to update our classroom technology which helps students in their learning.

Improved technology is an ongoing focus in our school budget. We purchased another class set of laptops and charging station. We are also undergoing the replacement of all of our smart boards as they are becoming out of date and many are not functioning properly. The school has installed a new electronic sign for better communication with parents and the community.

Receipts	\$
Balance brought forward	386,691
Global funds	207,063
Tied funds	245,303
School & community sources	29,694
Interest	3,056
Trust receipts	3,678
Canteen	0
Total Receipts	488,793
Payments	
Teaching & learning	
Key Learning Areas	85,755
Excursions	3,535
Extracurricular dissections	23,697
Library	1,187
Training & Development	4,035
Tied Funds Payments	163,194
Short Term Relief	14,500
Administration & Office	44,203
Canteen Payments	0
Utilities	22,177
Maintenance	13,064
Trust Payments	9,825
Capital Programs	0
Total Payments	385,172
Balance carried forward	490,312

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,029,569
Appropriation	941,730
Sale of Goods and Services	3,482
Grants and Contributions	83,286
Gain and Loss	0
Other Revenue	0
Investment Income	1,071
Expenses	-568,287
Recurrent Expenses	-548,682
Employee Related	-326,610
Operating Expenses	-222,071
Capital Expenses	-19,605
Employee Related	0
Operating Expenses	-19,605
SURPLUS / DEFICIT FOR THE YEAR	461,282
Balance Carried Forward	461,282

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The Principal, School Administration Manager and the Budget Committee meet regularly to ensure that the financial management processes and governance structures meet financial policy requirements. Budgets are also discussed in Executive and Staff meetings.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,599,900
Base Per Capita	49,180
Base Location	47,541
Other Base	3,503,180
Equity Total	328,847
Equity Aboriginal	16,349
Equity Socio economic	187,984
Equity Language	1,369
Equity Disability	123,144
Targeted Total	169,720
Other Total	243,189
Grand Total	4,341,655

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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.

The Year 5 NAPLAN results show improvements in numeracy and reading scores in 2017. The percentage of students in the top two bands has increased for both numeracy and reading.

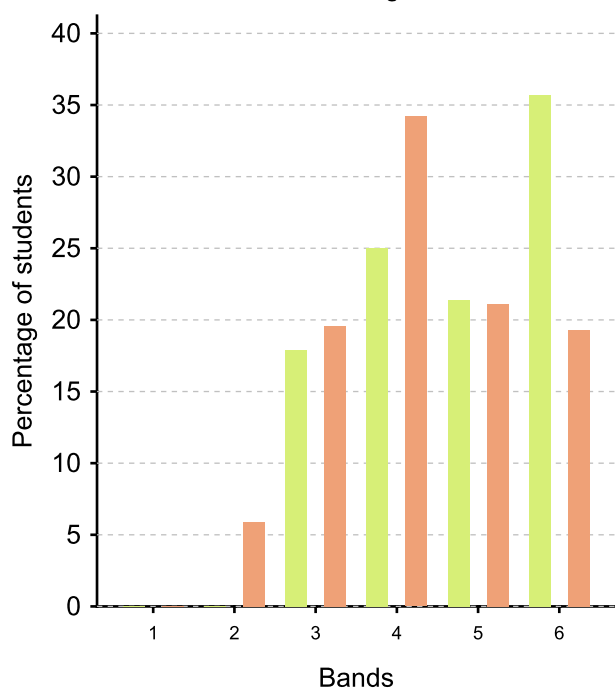
The percentage of Year 3 students in the top two bands has increased for reading, grammar and punctuation, spelling and numeracy.

Year 7 students have demonstrated improvements in numeracy, spelling, writing and reading.

Year 9 students have shown growth in numeracy, reading and spelling.

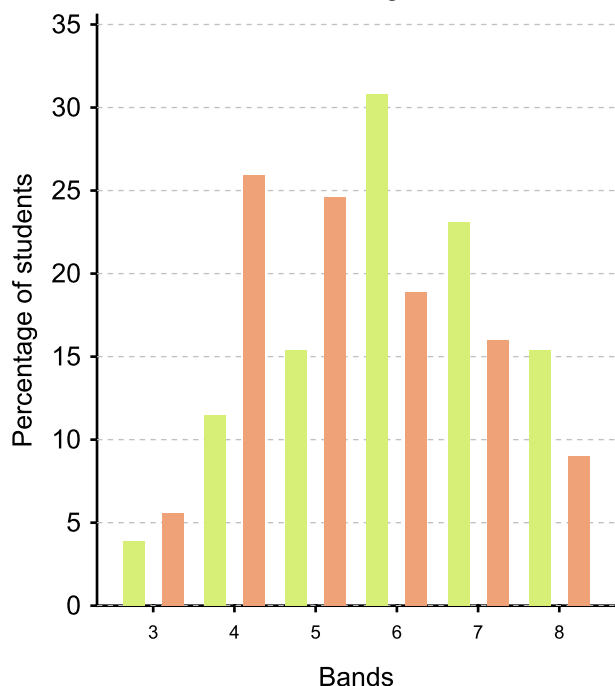
The school places a strong emphasis on writing, spelling, reading and numeracy so as to engage students in meaningful, long term learning.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



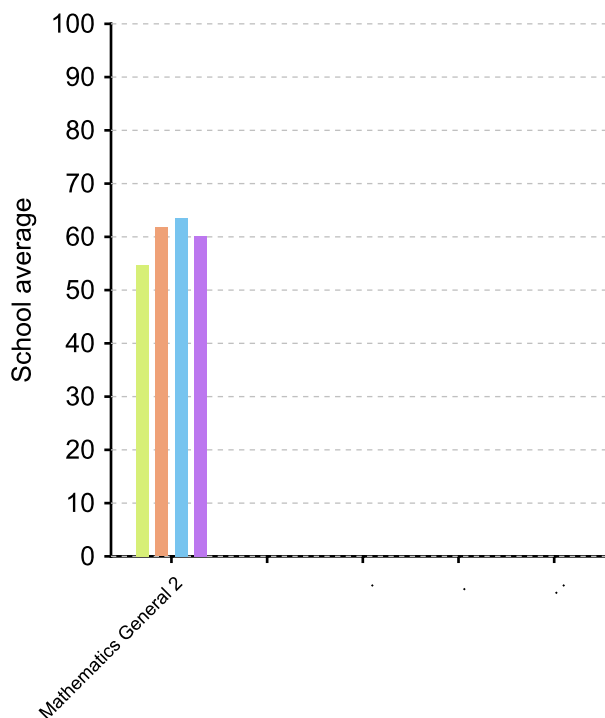
Percentage in Bands
School Average 2015-2017

Year 9 Aboriginal students have continued to make impressive growth in numeracy, reading and spelling. Year 7 Aboriginal students have shown growth in writing.

Year 5 were targeted as a "Bump it Up" group and they made outstanding gains in all areas of NAPLAN.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017

In 2017, 13 students achieved the HSC with 17 courses being delivered. Students studied a range of both ATAR and Non ATAR eligible courses.

Student achievements were grouped in the middle bands with a slight increase in Band 6. PDHPE and the Science subjects continued to show strong growth.

Students achieved one Band 6 and an Extension 2.

Teachers were able to help students gain the results that allowed all of the cohort to exit school to their desired destinations of University, training or employment.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me student survey measures 20–

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

38 (Primary– Secondary) indicators based on the most recent research on school and classroom effectiveness. The 20–38 indicators cover social–emotional aspects of school. Students from Year 4 to Year 12 participated in the survey. A total of 144 students participated.

The staff survey focused on the eight drivers of student learning. More information on the Tell Then From Me surveys can be found here: www.thelearningbar.com. The feedback from staff and students was generally positive about the school culture and the learning that occurred in 2017. Staff considered inclusivity, collaboration and a positive learning culture to be strengths within the school. It was pleasing to see more staff identifying their comfort in using data and technology to improve learning outcomes for students. The feedback from staff validated the professional learning taking place across the school; indicating improvements in areas targeted under the school plan and within staff Professional Development Plans.

Primary students identified a high level of availability and participation in sporting activities through the school. They felt their teachers valued them as learners and advocated for their learning and wellbeing. This was reflected in the strong positive teacher–student relationships identified across all primary participant years.

Secondary students felt that learning time was used effectively during school, there was a positive learning climate and learning was set to a level that was challenging and achievable. They indicated high levels of school pride and highlighted positive teacher–student relationships and advocacy at school as strengths at Coolamon Central School. Students were exposed to more extracurricular activities; including sporting activities, journalism club and STEM club, and they enjoyed participating in these throughout the year.

Aboriginal students were asked about their culture in the Tell Them From Me survey. Students responded expressing positive feelings about their culture within the school. They believed teachers within the school had an improved understanding of their culture. These responses reflect the work being done by the Multicultural Education Committee in the school.

Policy requirements

Aboriginal education

CCS supports Aboriginal education and promotes a culture of inclusiveness through Aboriginal perspectives across all KLAs. The Acknowledgement of Country is an important part of our assemblies and serves to further promote the recognition of Aboriginal cultures and custodianship of country. In 2017 all students, both Aboriginal and Non Aboriginal, were given the opportunity to conduct such acknowledgement with the mentorship of an Aboriginal Elder.

Coolamon Central School embeds Aboriginal Education into its programs and it is a key focus when developing units of work and building networks between schools within our network patch. All students are provided with

cultural information and opportunities. The school has provided students with targeted cultural events throughout the year including; NAIDOC and Sorry Day. These programs were designed to not only support Aboriginal students but to also educate all students about the rich culture that all Australians are afforded to.

In further developing and complimenting Aboriginal Education the school has utilised its funds to continue the employment of a retired English teacher to work with both Aboriginal and Non Aboriginal students to improve both their literacy and wellbeing. All students have electronically stored PLP's which have been developed in consultation with staff, students, parents and our ARCO. In 2017 many of our students were rewarded with the 'Riverina Proud and Deadly Awards'. Coolamon again competed in the state NAIDOC debating challenge.

Aboriginal perspectives are embedded throughout the school in many ways:

- Programs to meet the specific needs of Aboriginal students and to build an awareness of Aboriginal culture throughout the school community.
- An Aboriginal staff member continues to be an active member of the Wagga Wagga AECG.
- An Aboriginal elder continues to work closely with the Wellbeing team and is an active member of Merit Selection panels for staff employment.

Multicultural and anti-racism education

At Coolamon Central School we value the diverse multicultural nature of Australian society and celebrate the rich diversity of nationalities represented at our school. Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events.

Students celebrated Harmony Day focusing on the cohesive and inclusive nature of our nation. Students in Years K – 10 further enhanced their understanding by delivering speeches on topics from the Multicultural Perspectives Public Speaking competition.

The school has a trained Anti–Racism contact person on staff. Coolamon Central School's Multicultural Committee is working tirelessly to address the growing diversity within our school. The staff involved is from different Key Learning Areas and are a mixture of staff from K– 12.

The staff follows its Multicultural Framework and Reconciliation Roadmap to direct the school in rolling out initiatives and programs. The school is using this policy to fit the schools strategic directions and to ensure that the goals of the committee meet with the School Plan.