

Cooerwull Public School Annual Report



2018



1615

Introduction

The Annual Report for **2018** is provided to the community of Coerwull Public 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.

Mark Snow

Principal

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Message from the Principal

2018 has been a year of significant growth, transition and success across the school and I would like to take this opportunity to acknowledge the dedication and hard work of the teaching and support staff. Working in schools is very rewarding and requires a genuine commitment from every staff member to support, encourage and care for each student, each and every day. This support enables each student to connect, succeed and thrive.

The school's commitment to providing excellence in teaching and learning continued with teachers engaged in high quality professional learning led by an exceptional leadership team. The school was acknowledged by the Department of Education for the consistent growth of students from Years 3 to 5 in the NAPLAN assessments in Reading. A focus on monitoring student performance, differentiating the curriculum and involving each student in their own learning has led to positive outcomes across the school.

An exploration of innovative learning spaces, integration of technologies and empowering students to set learning goals was at the heart of the school plan and will continue to be a focal point in the future. To visit classrooms and see students actively setting learning goals and talking openly about where their learning is at and where to next has been encouraging.

Volunteer programs across the school provided support in classrooms, on excursions and in extracurricular sporting and creative arts activities. The contribution made by the volunteers has been amazing and the reality is that many of the activities would not have been possible without their support. On behalf of the school community I would like to sincerely thank each helper.

The P&C continued to support the school with a very focussed, diligent and consistent leadership team. The provision of reading resources for the school was a momentous investment and has significantly enhanced the capacity of students to access a variety of high quality books on a daily basis. The school fete was a huge success and continues to be a highlight for the community and brings big smiles to the faces of students. Canteen staff continued to provide this important service to students.

Student voice continued to develop with the Student Representative Council initiating and leading many activities throughout the year. The school discos, Ready Set Go Fun Fair, fundraisers for a number of causes was a focus for the SRC and I would like to congratulate the students and staff who led this team exceptionally well in 2018.

Creative Arts success continued with choirs, recorder groups, school band, talent quest and the amazing school concert entertaining the community and many students representing the school at various events. The Aboriginal dance group established itself as a great troupe of talented performers. Sporting success was phenomenal in 2018 with individual students gaining representation at various levels. Sporting teams performed dazzlingly with the Softball Team taking the Western Region Champions title and placed 4th in the State. Thank you to the staff and volunteers for making these opportunities happen.

It is the school's strategic planning and commitment to school improvement that leads to ongoing progress and growth. A school is built on relationships and trust. At Coerwull we value the partnership between school and home and thank parents for working with us to improve the educational outcomes for every child. We are very fortunate to have exceptional teachers at Coerwull and it is because of their high expectations and standards that the school continues to improve.

Mr Mark Snow

Principal

School background

School vision statement

One dynamic community working together to grow self-regulated learners, high functioning leaders and socially responsible citizens

School context

Cooerwull Public is a split site located in the township of Lithgow. The student population is steadily growing with 410 students currently enrolled. Comprising of 16 mainstream classes, 1 Autism Class, 18% Aboriginal and Torres Strait Islander, 8% English as an Additional Language or Dialect.

The school is steeped in history and tradition and in 2017 celebrated 150 years of public education and service to the Lithgow community. The school has a long history and connection with the state choral and recorder festivals, K-2 Frolic, representative sports, debating and public speaking and supported by a group of school patrons.

The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

Student leadership is valued with students actively engaging and making decisions regarding learning goals, extra-curricular activities and community partnerships including the Aboriginal Education Consultative Group and local schools network.

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.

The school's on balance judgement for Learning element is as follows;

1. **Culture** is Sustaining and Growing
2. **Wellbeing** is sustaining and Growing
3. **Curriculum** is Delivering
4. **Assessment** is Working towards delivering
5. **Reporting** is Delivering
6. **Student performance measures** is Delivering

The school's on balance judgement for Teaching element is as follows;

1. **Effective classroom practice** is Delivering
2. **Data skills and use** is working towards delivering
3. **Professional standards** is Delivering
4. **Learning and development** is Delivering

The school's on balance judgement for Leading element is as follows;

1. **Educational leadership** is Delivering
2. **School Planning, implementation and reporting** is Delivering
3. **School resources** is Sustaining and Growing
4. **Management practices and processes** is Sustaining and Growing

Our self-assessment process will assist the school to refine 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

A community of quality teaching and learning

Purpose

Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and how to set and achieve their learning goals.

Provide teacher professional learning based on evidence, solid research and best practice to grow self regulated learners.

Create a dynamic culture of community partnerships collaborating in the process of life long learning supporting the implementation and delivery of quality teaching and learning..

Overall summary of progress

- Members of the leadership team completed the Visible Learning professional learning with John Hattie.
- K–6 teams established success criteria in writing and worked collaboratively to implement.
- Individual learning goals, learning intentions and success criteria were established for students.
- Talk moves to increase student and teacher voice were introduced across the school.
- A focus on providing quality in the moment feedback was introduced across the school.
- Visible learning resources evident in classrooms with success criteria and student learning goals visible and developed in reading, writing and numeracy.
- L3 Stage 1 and, L3 Kindergarten, OPL training completed.
- Building Numeracy Leadership team training continued with a focus K–6 on number and dot talks.
- Interventionist team established with a weekly meeting led by the instructional leaders to analyse data, provide feedback and monitor student progress in reading.
- Reading graphs have been completed K–6. K–6 Reading data wall established, PLAN 2 data entered for Stage 1. EAFS data requirements met. End of Term 1– Planning for staff development day focussed on making the link between the literacy progressions and the English syllabus.
- Numeracy and Literacy progression professional learning provided to all teachers K–6.
- Reading graphs completed by all classes K–6 twice termly, displayed on data walls and data conversations held on a regular basis to improve student progress.
- PLAN2 completed K–2 for Quantifying Numbers and Creating Text.
- Reading monitoring graphs completed K–6. PLAN2 data entered K–2 for Quantifying Numbers and Creating Texts.
- Information sessions, 3 way interviews, transition to school talks and community events such as the Frolic, fortnightly assemblies were well attended. There was a steady increase on participation numbers from the previous year.
- Detailed information presented at P&C meetings and communicated in newsletters about STEAM, L3 and early Action for Success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands for reading and numeracy.		<ul style="list-style-type: none">• In Year 3 Reading 38.6% of students were in the top two bands of NAPLAN. This represents a 7.7% increase on 2017 results and a 17.8% increase on 2015 results.• In Year 5 Reading 23.4% of students were in the top two bands in NAPLAN• 11.1% of Year 3 students achieved a result in the top two bands in NAPLAN Numeracy.• 64.4% of students were placed in the middle two bands in NAPLAN Numeracy.• Year 3 Numeracy results with students achieving in the middle two bands has steadily improved since 2015. In 2015 44.2%, in 2016 40.8%, in 2017 58.7% and in 2018 64.4%.• The number of students in the top two bands in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands for reading and numeracy.		Year 5 NAPLAN Numeracy increased to 14.1% in 2018. <ul style="list-style-type: none">
Increase the number of teachers using innovation including STEAM, flexible learning spaces, visible learning and formative assessment practices.	\$25,000	<ul style="list-style-type: none"> Teachers were provided with professional learning about STEAM (science, technology, English, Art & Engineering) STEAM tasks integrated into class programs. Flexible learning spaces set up in library spaces. Executive staff completed the Visible Learning professional learning. Stage teams developed visible learning practices in classrooms. Formative assessment practices established with links to the literacy and numeracy progressions K–6.
Increase proportions of community partners working across all aspects of school life.		<ul style="list-style-type: none"> Volunteers in school program implemented in Kindergarten with an increase in volunteers attending the kindergarten activities sessions. Reading volunteers K–6 and the SPARK program continued with reading buddies working with students in Stage 2. Established strong links with paraprofessionals in collaboration with learning support teams.

Next Steps

- Collaborative stage teams work together to establish learning intentions, feedback practices and peer teaching on a regular basis.
- Continue to build instructional leadership across the K–6 setting with a focus on embedding quality practice in stages 2 and 3.
- Formative assessment strategies implemented during weekly collaborative team planning sessions K–6.
- Interventionist practices increased across the school with a focus on reading, writing and aspects of numeracy.
- Early Action for Success initiative continues to improve the quality of teaching through observation, feedback and provision of professional learning.
- Focus on number talks and number sense K–6
- Teachers demonstrate a deep knowledge of curriculum documents in planning for classes, stages and individualised learning.
- Continue to build capacity of teachers to engage in data conversations and embedded assessment practices.
- Implement innovative strategies to engage parents and carers with curriculum, learning intentions, school planning and the capacity to provide feedback.



Strategic Direction 2

A community of leadership

Purpose

Offer students a range of purposeful leadership prospects that promote the development of high functioning leaders.

Create distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.

Establish a culture of community partnerships engaged in educational leadership that supports a culture of high expectations resulting in sustained and measureable whole school improvement.

Overall summary of progress

- Executive team protocols established in the areas of communication, executive responsibilities, accountabilities and professional expectations.
- Growth coaching sessions timetabled and commenced with executive staff supporting individual professional needs.
- School executive team engaged in professional learning to access important school and community information and data by using the Department of Education SCOUT platform. Resulting in better informed decision making processes at the school level.
- All staff were provided with ongoing professional learning about the School Excellence Framework platform and supported the yearly school evaluation process.
- School leadership teams evaluated school programs and systems in relation to the school excellence framework.
- Leadership Team completed the modules in the DOE Respect, Reflect and Reset professional learning activities.
- The coaching capacity for non-executive staff to provide coaching for teaching and non-teaching staff increased with one teacher completing phase two growth coaching qualifications and another teacher completing phase 1 growth coaching.
- Established coaching circles across the school with executive participating in regular coaching sessions. A trial of coaching offered to a small group of staff by a non-executive coach. Feedback has been very positive with a request to expand the service.
- Student Leaders attended the National Young Leaders conference and presented key information to their peers.
- SRC established. and induction training completed.
- Staff provided with SRC policy and procedures.
- Buddy classes established. Library Monitors, canteen helpers, Sports Captains chosen and inducted into their roles.
- Aboriginal young leaders established Welcome to Country, Dance and Didgeridoo groups
- SRC led, organised and managed the Ready Set Go Fun Fair. Community feedback was highly positive and the event was extremely successful. This contributed to forming rapport and positive partnerships with families, students and staff as part of the transition to school program
- All student leaders participated in a variety of activities designed to increase their capacity to lead. These activities included public speaking, organisational skills, team work and collaboration. Student surveys indicated this as being a very positive and worthwhile experience.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportions of students leading and mentoring across all aspects of a community of schools.		<ul style="list-style-type: none">• All school leaders participated in a variety of activities designed to increase their capacity to lead. These activities included public speaking, organisational skills, team work and collaboration.• Student surveys indicated this as being a very positive and worthwhile experience.• Student representative Council held fortnightly meetings and led the school community with various fundraisers including the Drought Appeal.• SRC organised and delivered the Fun Fair as part of the transition to school program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.		• Two teachers are continuing to work towards Highly Accomplished level of accreditation.

Next Steps

- Build capacity for all staff to lead teaching and learning through establishing collaborative practise based on excellence in educational research.
- Further development of evaluative thinking practises is evident in leadership decision making.
- All staff participate in the Respect, Reflect and Reset professional learning modules to support collaborative practise, ethical standards and workplace well-being.
- Increase the opportunities for student leaders to actively engage the decision making process at school.
- Establish effective partnerships with parents through the use of innovative technologies (FACEBOOK & WEBSITE), sharing of resources and highly visible leadership.
- Increase parent participation in the transition to school program, (Ready, Set Go) through providing opportunities for sharing of information during the delivery of the program.



Strategic Direction 3

A community of well-being

Purpose

Build positive, respectful relationships that promote student well being to ensure optimum conditions for student learning

School-wide, collective responsibility for student learning informed by sound holistic information about each students well being and learning needs.

Consultation with the wider school community to develop wellbeing processes that support well being of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

- Positive Behaviour for Learning team introduced the social curriculum to all staff.
- All staff trained in data entry using the school based reporting system. (SENTRAL)
- Expectations of Positive Behaviour for Learning framework revisited for all staff with a focus on consistently understanding and applying the rules for all settings.
- Positive Behaviour for Learning lessons timetabled K-6 and taught to all students weekly.
- Positive Behaviour for Learning external assistant principal conducted the school assessment survey with all staff.
- Positive Behaviour for Learning Team analyses SET data and reported results to staff.
- Positive Behaviour for learning team met fortnightly to analyse data, make recommendations and communicate to staff.
- Observations of systems by principal, internal and external PBL coach occurred on a termly basis.
- Team tickets promoted weekly and student rewards provided throughout the year.
- Positive Behaviour for Learning weekly expectations communicated to community via FACEBOOK.
- Data manager up skilled by the Positive Behaviour for learning Assistant Principal on data harvesting.
- Positive Behaviour for Learning focus area communicated at K-6 assemblies fortnightly.
- Positive Behaviour for Learning signage placed in and around the school displaying explicit rules for all specific settings.
- K-2 and 3-6 videos produced to communicate school wide expectations for all settings and Bullying No Way.
- PBL information shared with parents and carers at stage information sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students and parents reporting a sense of belonging, expectations for success and advocacy at school.		<ul style="list-style-type: none">• 91% of Year 4 boys and 92% of Year 4 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.• 85% of Year 4 boys and 92% of Year 4 girls indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.• 100% of Year 4 girls and 86% of Year 4 boys indicated in the 2018 Tell Them from Me Survey that they had a expectations for success at school.• 96% of Year 5 boys and 90% of Year 5 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.• 93% of Year 5 boys and 76% of Year 5 girls indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.• 100% of Year 5 girls and 100% of Year 4 boys indicated in the 2018 Tell Them from Me Survey that they had a expectations for success at school.• 88% of Year 6 boys and 76% of Year 6 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.• 80% of Year 6 boys and 70% of Year 6 girls

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students and parents reporting a sense of belonging, expectations for success and advocacy at school.		indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.

Next Steps

- Positive Behaviour Learning resources folder created for all staff to access, add to and share.
- Positive Behaviour for Learning practices move into classroom settings.
- Data collection, analysis and communication of findings occurs at all staff meetings in 2019.
- Positive Behaviour for Learning team monitor, evaluate and assess progress in all areas and communicate findings to all staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Aboriginal Background Loading 1. Aboriginal Community Liaison Officer employed (0.770) \$51,623 2. Aboriginal Community Liaison Officer employed (0.130) \$8,715 3. Student learning Support Officer employed (0.096) \$4296 4. Classroom teacher (0.148) \$15,718 Total \$80352.000	<ul style="list-style-type: none"> • 71 personalised learning plans were written in consultation with the student, parent/carer and student. • All PLP/s were reviewed during Term 1 and 3. date . • All classes K–6 have visited the "Yarning Room" and participated in activities taught by ASLO/s and Elders– Aunty Kym and Uncle Owen. • Student groups have been established with a focus areas including Girl's Dance, Didgeridoo Group and Wiradjuri Language lesson for all students. • Community groups have worked collaboratively with local health, early intervention and state AECG in 2018. • Transition programs for students have been established with data indicating a significant reduction in negative behaviours and improved attendance for a number of students. • Learning Support Team and School Counsellor have worked collaboratively with ASLO/s to attend joint case meetings for targeted students. with family support. • Interventionist employed to provide targeted learning interventions for Aboriginal students– Yearly data indicates progress in Reading and Writing.
English language proficiency	\$12571.000	<ul style="list-style-type: none"> • Interventionist teacher provided support for identified EALSD students K–6 • Established intervention/programs and communicated with key staff and families. • EALSD data provided to data collections and ERN records updated where required. • Individualised programs established with student and key staff Interventionist. • Teacher reported back at weekly interventionist meeting regarding student progress and support.
Quality Teaching, Successful Students (QTSS)		<ul style="list-style-type: none"> • Support provided by instructional leader to up skill teachers with data conversations, data walls, linking the literacy and numeracy progressions to the curriculum documents and formative assessments.
Socio–economic background	1. Interventionist teacher K–2 (1.0) \$104,113 2. Interventionist teacher Stage 3 (0.3) \$31,234 3. Interventionist teacher Stage 1 \$83,290 4. Classroom teacher position Kindergarten (1.0) \$104,113 5. Community Liaison Officer (1.0) \$81,673 6. Specialist music teacher (0.2) \$20,823 7. Interventionist teacher K–3 (0.443) \$47,108 Total for 2018	<ul style="list-style-type: none"> • Employment of additional Kindergarten teacher has had a very positive impact on student engagement, teacher satisfaction and learning data. • Data indicates students have made gains in their reading, writing and other aspects of literacy as a result of employing interventionist teachers across the school • Kindergarten has the highest level of attendance across the school 2018. • Interventionists analysed data on a regular basis and with support of the instructional leaders met weekly to target appropriate interventions for specific students. Resulted in positive gains

<p>Socio-economic background</p>	<p>\$472354.000</p>	<ul style="list-style-type: none"> • Employment of additional Kindergarten teacher has had a very positive impact on student engagement, teacher satisfaction and learning data. • Data indicates students have made gains in their reading, writing and other aspects of literacy as a result of employing interventionist teachers across the school • Kindergarten has the highest level of attendance across the school 2018. • Interventionists analysed data on a regular basis and with support of the instructional leaders met weekly to target appropriate interventions for specific students. Resulted in positive gains
<p>Support for beginning teachers</p>	<p>\$20100</p>	<ul style="list-style-type: none"> • Provided additional targeted professional learning for one newly appointed teacher in 2018. • Established a mentoring process for newly appointed teacher. • Supported the completion of the accreditation process for three teachers. • Beginning teacher attended the beginning teacher conference in Bathurst.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	173	184	217
Girls	146	155	171	188

provide support for targeted students and if needed referral to Learning Support Team or other agencies.

- Positive attendance is rewarded with class rewards, merit awards and principal awards.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.5	93.8	95.8	94.6
1	94.4	94.1	92.7	92.7
2	94.3	93.8	93.5	92.6
3	92.6	94.3	92.5	93.3
4	95.1	92.7	93.1	92
5	93.8	94.9	91.4	92.7
6	92.7	94.1	92.3	90
All Years	93.8	93.9	93.1	92.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

- Student attendance is monitored by teachers and executive on a daily basis. Teachers communicate with parents and carers if a student has not attended school for three days. A none response is then referred to the attendance executive teacher for further follow up.
- Unexplained absences are monitored by teachers and a letter sent home if no explanation is provided. The Community Liaison Officer supports teachers by making phone calls home to gather advice regarding unexplained absences and then communicating this to teachers.
- The school works closely with the Home School Liaison Officer to analyse attendance data,

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.93
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.42

*Full Time Equivalent

in 2018 the school has one Aboriginal teacher, and two Aboriginal Community Liaison Officers.

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	1

Professional learning and teacher accreditation

Throughout 2018 all staff at Coerwull Public School were actively involved in strategically planned professional learning opportunities. Teaching and non-teaching staff completed the requirements of the performance and development plans working collaboratively with a supervisor to establish, monitor, evaluate and assess learning goals throughout the year. Professional learning completed included mandatory requirements, activities linked to the school plan, strategic directions and department of education management practices. Professional learning opportunities included;

- Evaluative Thinking
- Language Literacy and Learning (L3) Stage 1 and ongoing professional learning.
- Building Numeracy Leadership
- Visible Learning – John Hattie
- Growth Coaching introduction and advanced levels.
- Child Protection Training.
- LMBR professional learning
- Beginning teacher conference
- Formative Assessment
- Department of Education platforms including SAP, SCOUT, HR pay role SALM, SPARO, EBS CENTRAL and IMEX
- Positive behaviour for Learning including reload training,
- Literacy and Numeracy Progressions
- English and Mathematics Curriculum
- One note, Office 365 and SENTRAL
- STEAM (Science, Technology, English, Art and Engineering)
- coding and Robotics
- Music appreciation and practical activities for the classroom
- Bill Rodgers effective classroom management.
- Best Start training.
- PLAN 2 professional learning.
- Code of Conduct
- Disability Standards professional learning
- School Excellence Framework
- Number Talks
- Teacher Accreditation
- effective use of One Note in the classroom
- Suspension Policy
- Teaching Standards connected to coaching practise
- Early Action for Success leadership professional learning
- Merit selection training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

The school principal and school administration manager, executive and finance committee worked collaboratively to plan and implement budgets across the school. The school moved into a new finance system in 2018.

	2018 Actual (\$)
Opening Balance	275,786
Revenue	4,327,833
Appropriation	4,257,848
Sale of Goods and Services	4,176
Grants and Contributions	63,744
Gain and Loss	0
Other Revenue	0
Investment Income	2,065
Expenses	-4,463,596
Recurrent Expenses	-4,463,596
Employee Related	-4,132,878
Operating Expenses	-330,718
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-135,763
Balance Carried Forward	140,023

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,595,669
Base Per Capita	69,810
Base Location	5,881
Other Base	2,519,977
Equity Total	666,952
Equity Aboriginal	79,609
Equity Socio economic	382,766
Equity Language	12,571
Equity Disability	192,006
Targeted Total	335,809
Other Total	442,103
Grand Total	4,040,534

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

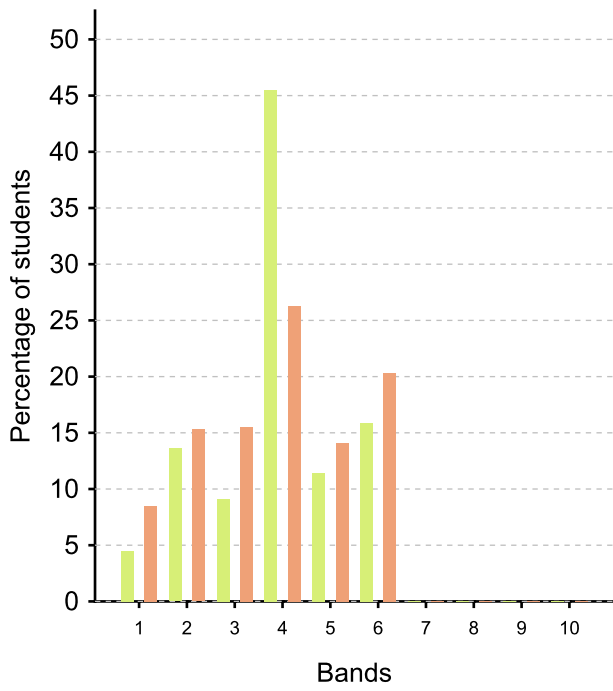
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

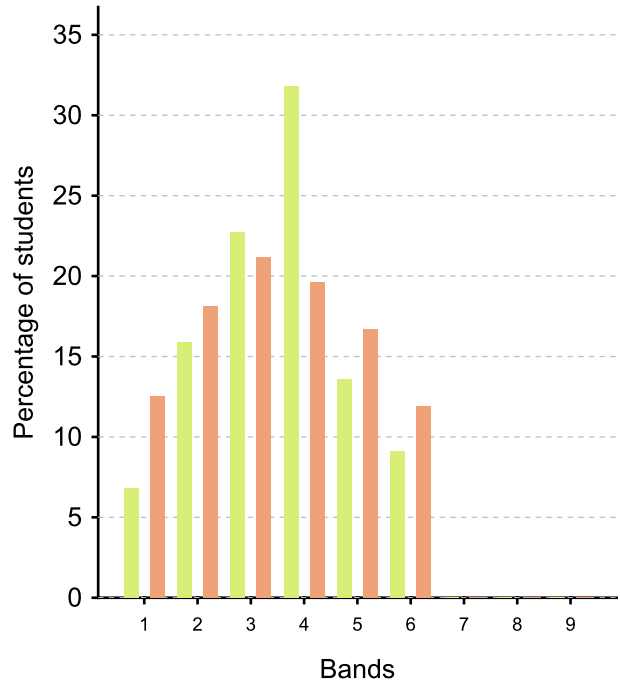
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

- In Year 3 Reading 38.6% of students were in the top two bands of NAPLAN. This represents a 7.7% increase on 2017 results and a 17.8% increase on 2015 results.
- In Year 5 Reading 23.4% of students were in the top two bands in NAPLAN
- In Year 3 Grammar and Punctuation 27.3% of students were in the top two bands in NAPLAN.
- 22.2% of Year 5 students were in the top two bands in Grammar and Punctuation NAPLAN testing.
- In Year 5 NAPLAN, Spelling results indicated an improvement of 11.5% on the 2017 results with 20.6 percent of students in the top two bands.
- Year 3 NAPLAN results indicated that 54.5% of students were in the middle two bands and this represents a 15.4% increase on the 2017 results and a 25.7% improvement on the 2016 results.
- 40.9% of Year 3 Aboriginal students were on the top two bands and 40% in the middle two bands in the NAPLAN Writing.
- 8.1% of Year 5 Aboriginal students were in the top two bands of NAPLAN and 56.6% of students placed in the middle two bands in NAPLAN Writing .
- 40% of Year 3 Aboriginal students were placed in the middle two bands and 30% in the top two bands in NAPLAN Grammar and Punctuation.
- 14.3 % of Year 5 Aboriginal students were placed in the top two bands and 42.9% in the middle two bands in NAPLAN Grammar and Punctuation.
- 70% of Year 3 Aboriginal students were placed in the middle two bands in NAPLAN Numeracy.
- In Year 5 NAPLAN Numeracy 42.9% of Aboriginal students were placed in the middle two bands and 7.7% in the top two bands.

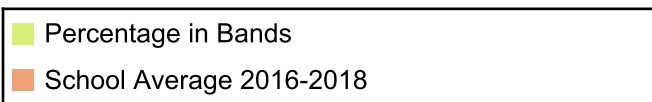
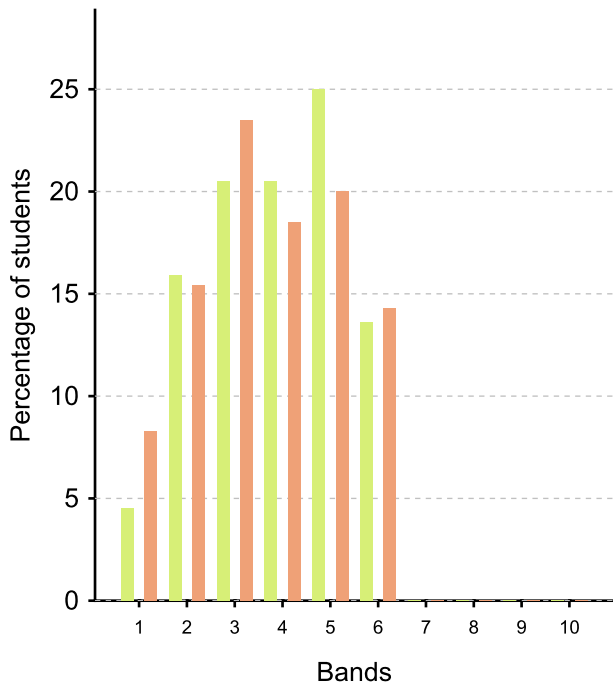
Percentage in bands:
Year 3 Grammar & Punctuation



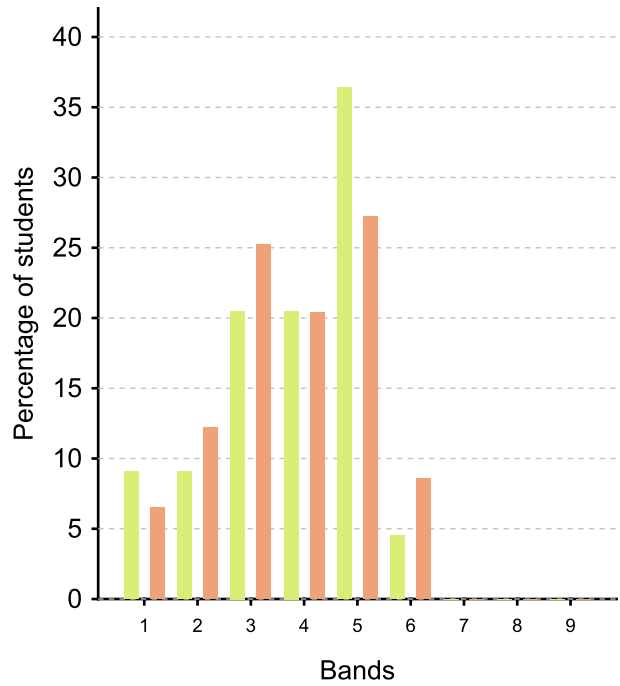
Percentage in bands:
Year 3 Spelling



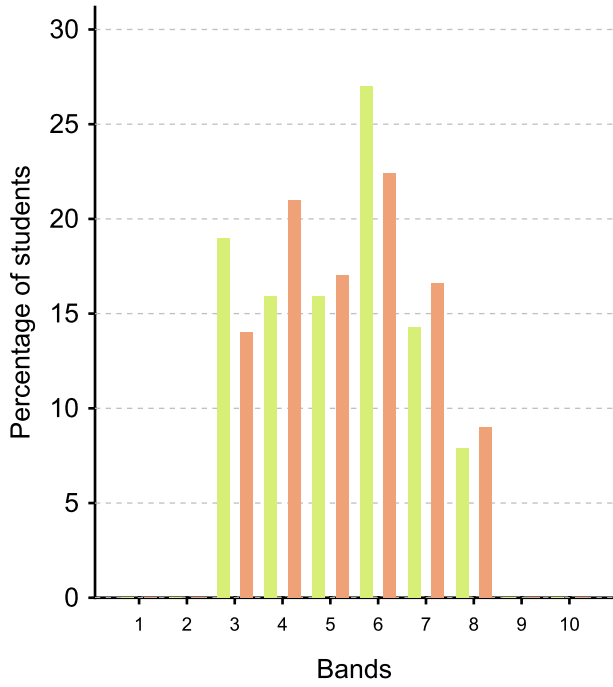
Percentage in bands:
Year 3 Reading



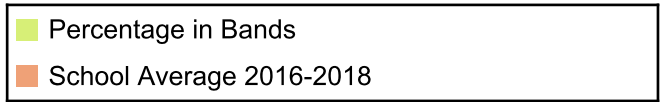
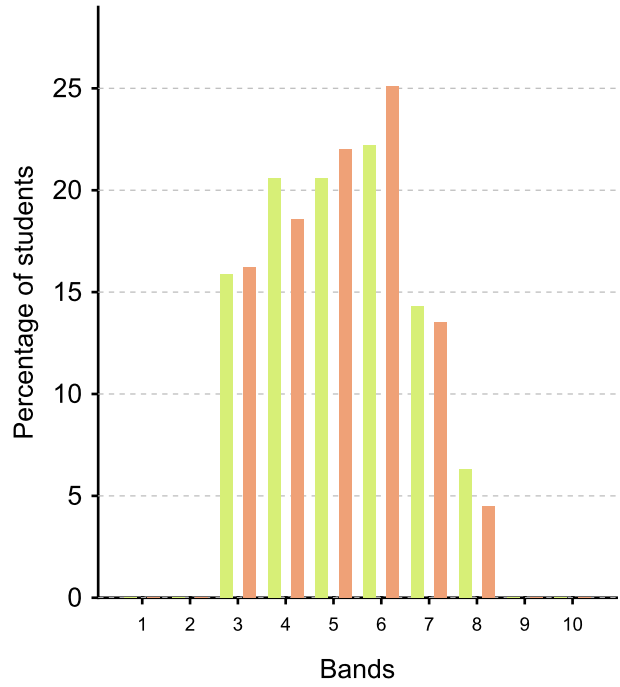
Percentage in bands:
Year 3 Writing



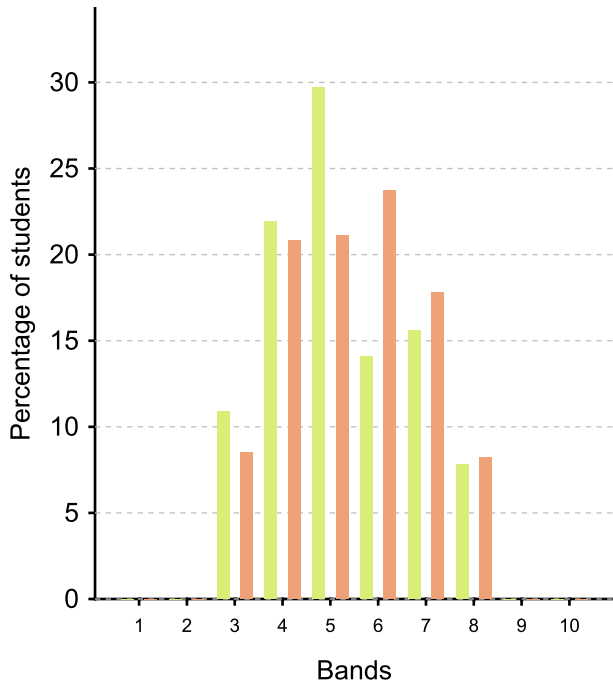
Percentage in bands:
Year 5 Grammar & Punctuation



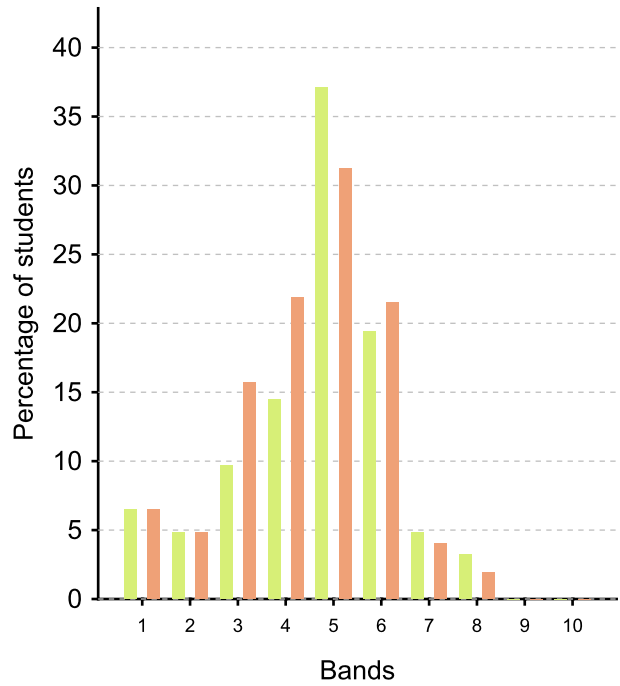
Percentage in bands:
Year 5 Spelling



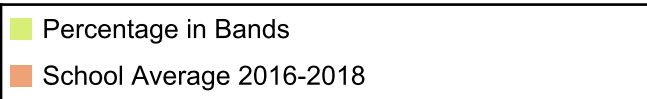
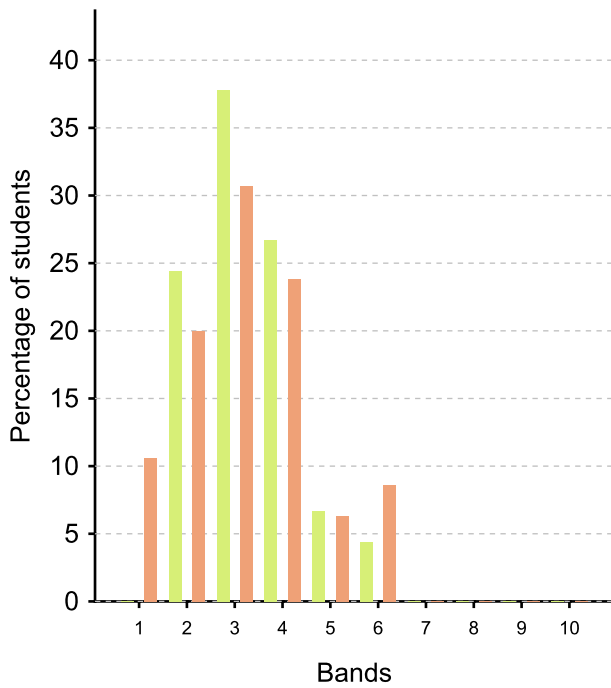
Percentage in bands:
Year 5 Reading



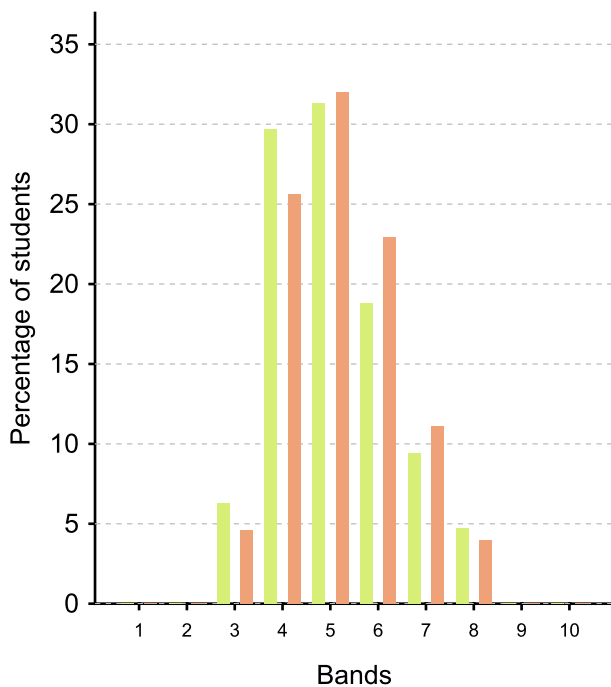
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



- 11.1% of Year 3 students achieved a result in the top two bands in NAPLAN Numeracy.
- 64.4% of students were placed in the middle two bands in NAPLAN Numeracy.
- Year 3 Numeracy results with students achieving in the middle two bands has steadily improved since 2015. In 2015 44.2%, in 2016 40.8%, in

2017 58.7% and in 2018 64.4%.

- The number of students in the top two bands in Year 5 NAPLAN Numeracy increased to 14.1% in 2018.
- 50% of Year 5 students were placed in the middle 2 bands of NAPLAN Numeracy.
- In Year 5 NAPLAN Reading 21.4% of Aboriginal students were placed in the top two bands in Reading and this is an increase from 18.2% in 2017.
- 50% of Year 5 Aboriginal students were placed in the middle two bands in NAPLAN Reading. This has steadily increased from 33.3% in 2015.
- 40% of Year 3 Aboriginal students were placed in the top two bands in NAPLAN and this is a positive increase on 20% of students in 2017.
- 40% of Year 3 Aboriginal students were placed in the middle two bands in NAPLAN Reading in 2018.
- In Year 5 NAPLAN Spelling 50% of students were placed in the middle two bands.
- 40% of Year 3 students were placed in the top two bands in NAPLAN. This results has steadily improved from 15.4% in 2015.
- In NAPLAN Writing 7.7% of Year 5 students were placed in the top two bands in NAPLAN Writing. This is the first time this has been achieved since 2015.
- 38.5% of Year 5 Aboriginal students were placed in the middle bands in the Year 5 NAPLAN Writing.
- 40% of Aboriginal students in Year 3 were placed in the middle two bands in NAPLAN and 30% in the top two bands.
- In Year 3 NAPLAN Grammar and Punctuation results indicated that 30% of Aboriginal students were placed in the top two bands and 40% in the top two bands, improving from 20% in 2017.



Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school;

- 91% of Year 4 boys and 92% of Year 4 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.
- 85% of Year 4 boys and 92% of Year 4 girls indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.
- 100% of Year 4 girls and 86% of Year 4 boys indicated in the 2018 Tell Them from Me Survey

that they had a expectations for success at school.

- 96% of Year 5 boys and 90% of Year 5 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.
- 93% of Year 5 boys and 76% of Year 5 girls indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.
- 100% of Year 5 girls and 100% of Year 4 boys indicated in the 2018 Tell Them from Me Survey that they had a expectations for success at school.
- 88% of Year 6 boys and 76% of Year 6 girls indicated in the 2018 Tell Them from Me Survey that there was advocacy at school.
- 80% of Year 6 boys and 70% of Year 6 girls indicated in the 2018 Tell Them from Me Survey that they had a sense of belonging at school.
- 85% of students who participated in the 3 Way Interviews welcomed the opportunity to talk about their learning goals
- All of the student leadership team stated that they believed the school provided genuine opportunities to develop leadership skills in the areas of public speaking, organisation and responsibility.
- 100% of the Student Representative Council members enjoyed the opportunity to plan, organise and lead community events such as the Transition to School Fun Fair and Drought Relief Fundraiser.
- 95% of students Kindergarten to Year 6 could state the school rules as part of the Positive Behaviour for Learning strategy (PBL)
- 100% of students surveyed, K–6, enjoyed the opportunity to work with their buddy class
- The students and staff expressed a positive view of the Yarning Room, lessons with Elders and the opportunity to learn about Aboriginal Education and Country and would like to see the program located at the K–2 site too.
- 100% of staff supported the PBL program and could state the school rules and behaviour expectations
- Volunteers in school programs including kindergarten activities, reading, sporting events, whole school events were highly supported by students and teachers
- Parent Feedback from stage information sessions were positive and viewed the opportunity as a worthwhile and informative
- Surveyed students indicated that the playground technology club and library time was a very good activity.
- All students surveyed believed that the PBL lessons, virtues program and fortnightly assemblies were beneficial and useful
- All staff and parents surveyed indicated that the community liaison officer position provided positive links between school and home, Facebook posts, school sign updates and organising meetings between community and staff
- 94% of surveyed parents indicated that the school was caring, welcoming and supportive

Policy requirements

Aboriginal education

Cooerwull Public School acknowledges and pays respects to the traditional custodians of the land, Elders past and present and all Aboriginal people in the community . This is done at all assemblies, staff development days, special meetings and occasions.

During 2018 the school achieved the following;

- The 'Yarning Room' was a place where Elders provided learning experiences for all students, and staff
- Aboriginal Community Liaison Officers worked with students, families, learning support team, paraprofessionals and agencies to improve student outcomes
- 100% of Aboriginal and Torres Strait students were provide with a personalised learning pathway in consultation with the student, parent/carer and teacher
- Students participated in the NAIDOC Public Speaking competition
- Active participation in NAIDOC Week and acknowledged other significant events throughout the year including Reconciliation and Sorry Days
- The Aboriginal Education Consultative Group met regularly at the school
- Aboriginal Dance and Didgeridoo groups were established with students performing at school and many local events.
- Welcome to Country was led by students at assemblies and other key events.
- The school commenced the development of the M Goals program.
- Aboriginal Community Liaison Officer worked collaboratively with paraprofessionals from health, family and community services and the learning support team to support students at the school.

Multicultural and anti-racism education

Multicultural perspectives are taught across all Key learning areas. Cooerwull Public School has a trained Anti–Racism Officer. Anti–Racism education is incorporated within curriculum programs across the school. The staff complies with the department's policy to ensure that no one should ever be subject to any form of racism at school.

Participation in Harmony Day enhanced students' understanding and appreciation of differing ethnic backgrounds. Tolerance and cultural diversity are encouraged through the promotion of special events and celebrations, and with the school's virtues and positive behaviour for learning programs. At Cooerwull Public School we are safe, respectful and responsible learners.