

## Coolamon Central School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Coolamon Central School

75 Methul St

Coolamon, 2701

[www.coolamon-c.schools.nsw.edu.au](http://www.coolamon-c.schools.nsw.edu.au)

[coolamon-c.school@det.nsw.edu.au](mailto:coolamon-c.school@det.nsw.edu.au)

6927 3209

## School background

### School vision statement

Every student at CCS to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders, responsible and productive global citizens.

### 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 works with multiple partner schools. The school has experienced stable enrolments of over 300 students, including a 9% Aboriginal population and promotes knowledge and understanding of other cultures and traditions.

The school is centrally located in the township with access to a wide range of community facilities. The school has a strong working partnership with the local community.

Coolamon Central School students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and co-curricular activities.

## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### QUALITY LEARNING

#### Purpose

To create an inspiring learning environment underpinned by high expectations and quality learning experiences.

#### Improvement Measures

Improved results in internal and external assessments.

Increased number of students achieving proficiency in line with the Premier's Priorities.

Increased differentiation of curriculum to cater for individual learning needs.

#### Progress towards achieving improvement measures

##### Process 1: Personalised Learning

###### (Explicit Teaching):

Ensure learning is evidence driven and based on formative assessment and learning progressions.  
Student interests and needs are catered for.

Evaluation	Funds Expended (Resources)
Student plans have been completed by L&S teams and LAST's Scout actively used by the majority of staff, in particular NAPLAN and HSC Updated reporting systems have been well received by parents Some success in self regulated learning, in particular the Stage 5 Aspire class. This is an ongoing project.	<b>\$25,000</b>

##### Process 2: Curriculum offerings:

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

Evaluation	Funds Expended (Resources)
The majority of students can understand and can adapt their goals Only a few staff are using the Progressions at the moment. More training needed on the Progressions. Not all students have achieved this level in their plans as yet.	<b>\$10,000</b>

## Strategic Direction 2

### QUALITY TEACHING

#### Purpose

To create and maintain a stimulating professional environment for educators, supported by a positive and collaborative K–12 culture that develops high performing teachers.

#### Improvement Measures

Growth in explicit systems for collaboration and feedback to sustain quality teaching practice.

Evidence of teaching staff increasing their demonstration and sharing of expertise within collegial teams.

All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy:

Draw on evidence based research to develop and implement high quality professional learning in literacy and numeracy teaching practices. (e.g. Bump it Up, ALARM, 2LS, Focus on Reading, Mathletics, Cams & Stams).

Evaluation	Funds Expended (Resources)
The Development and implementation of the Middle School program in Stages 3 and 5 has shown the readiness of staff to trial new methods to improve literacy and numeracy.	\$45,000
Continuation of the Stage 5 Aspire class after parents and students were enthusiastic for the concept to continue.	

##### Process 2: Evaluative Practice:

Strengthen evaluative culture and practice by establishing regular review opportunities. Providing professional learning on the analysis of data, to inform future teaching and learning through the PDP process.

Evaluation	Funds Expended (Resources)
The take up of the Progressions has been gradual. More training is required so that staff feel more confident in using them.	\$15,000
Exit tickets – Evaluation of lessons – Observations – Validation of programs – Feedback from other staff, – TPL, literacy and numeracy, attendance, implement – more Scout training	
Most Stage 4 teachers have been using the Best Start Y7 results	
The loss of a staff member has required the school to upskill a new teacher and make variations to the Middle School program.	

## Strategic Direction 3

### COMMUNITY ENGAGEMENT

#### Purpose

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

#### Improvement Measures

Increased community participation in school events.

Increased student and staff participation in community events.

Increased parental use and engagement of a variety of communication platforms

#### Progress towards achieving improvement measures

##### Process 1: Student/Staff Involvement:

Increase student involvement and leadership through participation in school and community events encouraging responsible citizenship

Evaluation	Funds Expended (Resources)
We have been able to achieve an increase in student volunteers this year. Many staff have been very helpful and involved in community activities.  Several students were nominated for Australia day awards as recognition of their service to the community.  Staff organise and contribute their time to several community events.	\$7,000

##### Process 2: Parental/Community Engagement:

Build and create new community partnerships and networks by promoting, developing and participating in school, cultural and community projects.

Evaluation	Funds Expended (Resources)
Active volunteering by both students and staff. The aim is to build on and increase awareness of opportunities.  Many students are actively involved in competing, organising and umpiring local sporting activities.  Student Wellbeing Officer has been active in the community and assisting with students becoming more involved in their local community.	\$7,000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Performances and Programs</p> <p>Individual and small group tutoring</p> <p>Rock and Water wellbeing program</p> <p>Awards, consumables</p> <p>Student assistance</p> <p><b>\$30,000</b></p>	<p>The individualised tutoring approach improved attendance, increased student engagement, reduced suspensions and improved literacy skills.</p> <p>Increased awareness and involvement in community events – such as NAIDOC, Harmony Day and performances which were also a great success this year.</p> <p>All students have updated PLP's and an increasing number of parents were involved in the development and monitoring of these.</p>
<b>Low level adjustment for disability</b>	<p>Additional funding to boost SLSO employment to assist students with disabilities.</p> <p>Additional funding to boost LAST employment days.</p> <p><b>\$36,000</b></p>	<p>All students requiring adjustments and learning support are catered for within 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>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Teacher release to fund programs that improve student learning, engagement and wellbeing.</p> <p><b>\$28,000</b></p>	<p>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>
<b>Socio-economic background</b>	<p>Faculty budgets</p> <p>Subsidising an additional primary teacher</p> <p>Employment of a Wellbeing/Learning Support Head Teacher</p> <p><b>\$150,000</b></p>	<p>Additional teacher employed in order to reduce class sizes and improve student learning.</p> <p>The additional HT Wellbeing/Learning Support was created to help improve the wellbeing of our high school students as well as supporting the targeted students with Access Funding.</p> <p>Improvements in Peer Support, transition and community involvement</p> <p>Faculty budgets</p>
<b>Support for beginning teachers</b>	<p>Beginning Teacher and mentor release</p> <p><b>\$24,000</b></p>	<p>These activities boosted the teachers confidence and skill set through 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 development of their teaching skills.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	152	148	137	139
Girls	170	164	169	165

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.9	91.9	93.6	91.1
1	94	93.1	92.2	92.1
2	92	92.8	91.2	92.9
3	92	93.4	92	91.7
4	92.4	91.6	92.4	92.2
5	93.2	94.8	92.9	92.1
6	92.5	95.2	93	95.2
7	92.2	93.7	90.1	91.4
8	92.7	89.5	90.3	86.5
9	80.1	90.9	87.6	87.3
10	92.1	78.5	82.9	85.8
11	78.7	90	74.5	88.6
12	89.6	84.5	87.3	93.1
All Years	90.4	90.9	89.2	90.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	25	0
Employment	0	50	20
TAFE entry	0	25	20
University Entry	0	0	50
Other	0	0	0
Unknown	0	0	10

### Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Coolamon Central School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Coolamon Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	18.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.59
Other Positions	0.4

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	539,399
<b>Revenue</b>	5,170,333
Appropriation	5,047,244
Sale of Goods and Services	8,854
Grants and contributions	112,362
Investment income	1,851
Other revenue	21
<b>Expenses</b>	-5,236,513
Employee related	-4,376,588
Operating expenses	-859,925
<b>Surplus / deficit for the year</b>	-66,181

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	314,893
<b>Equity Total</b>	334,715
Equity - Aboriginal	20,739
Equity - Socio-economic	178,285
Equity - Language	400
Equity - Disability	135,292
<b>Base Total</b>	3,841,505
Base - Per Capita	71,799
Base - Location	45,492
Base - Other	3,724,213
<b>Other Total</b>	384,190
<b>Grand Total</b>	4,875,303

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

### Student feedback:

*Positive Student relationships* – 82% School (above Government Norm 75%),

*Positive relationships*– 80% (above Government Norm 79%),

*Interest and motivation* – Primary 62% (below Government Norm 78%) and Secondary 24% (below Government Norm 28%)

### Key Indicators of success:

- High Perseverance has increased particularly in Primary
- Relevance has remained above the Government Norm

**When asked "what makes Coolamon Central School a fun place to learn?"** students responded with

- Positive and supportive teachers
- outstanding technology and resources
- Everyone is kind and helpful
- Teachers are easy to talk to
- great playground and lots of sport

### Staff Feedback:

- Inclusive School 8.4 ( Higher than State Norm of 8.2)
- Collaboration School 8.2 (Higher than State Norm 7.8)
- Technology School 7.2 (Higher than State Norm 6.7)
- Planned Learning Activities 7.8 (Higher than State Norm 7.6)
- Overcoming Obstacles to Learning School 8.0 ( Higher than State Norm 7.7)

### Parent Feedback:

Very limited response to this survey from parents/carers

The majority of parents felt that they and their children understood the rules regarding positive behaviour. Some said that they would prefer quicker notification if their child was involved in negative behaviours or falling behind in their assessments

Most felt that staff actively involved their children in school activities

There was a clear message that the school expected their children to work hard at school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.