

Coolongolook Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Coolongolook 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.

School contact details

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School background

School vision statement

Coolongolook Public School provides a quality education for our students.

Staff, students and the community work together to ensure our students have the best access to educational resources, learning opportunities and life experiences.

Our students are inspired learners, creative thinkers and able to function in the 21st century.

School context

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students and our families ensures our school maintains a high standard of success in a positive, caring, polite and safe learning environment.

Our students are encouraged to be disciplined learners. Staff members participate in relevant professional development and implement quality education programs that give every student the opportunity to reach their potential. Individualised education programs and activities are designed to develop in our students, a confidence to face life's challenges and to enhance their love of learning.

Through Early Action for Success, the school is provided with an Instructional Leader and a training allocation for teachers to strengthen personalised learning for K–2 students.

Coolongolook Public School's small size of 29 students engenders a constructive, socially inclusive environment for students to learn and play. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

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. 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.

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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Inspired Learning

Purpose

To develop the future focused skills of critical thinking, creativity, communication and collaboration by enhancing the capacity of teachers to provide effective learning experiences through participation in high quality, professional learning.

Improvement Measures

Future Focused Learning

Students show improvement in the development of future focused learning skills as evidenced in surveys, work samples and assessments.

85% of students reading at or above

Aboriginal students meet or exceed expected growth in numeracy and literacy.

Progress towards achieving improvement measures

Process 1: Future Focused Learning

School leaders drive teacher professional learning and the development of programs based on critical thinking, creativity, communication and collaboration

Students engage in lessons specifically teaching the future focused learning skills of critical thinking, creativity, communication and collaboration

Evaluation	Funds Expended (Resources)
<p>In 2019, the 4C's lessons, that were created by the 4C's committee in 2018 were implemented in every class in every school across the Southern Teaching Principal's CLN.. At Coolongolook PS, all students participate in weekly, explicit lessons regarding the dispositions and the critical and creative thinking processes, Staff saw an increase in student understanding and use of the 4C's within the classroom and playground. As a result of this successful implementation, the 4C's committee was re-established at the end of 2019 in order to develop 4C's lessons for the CLN.</p> <p>During 2019, teachers have been given additional professional learning targeting the implementation of Spheros, Ozobots, Microbits and other future focused learning tools into classroom learning. As a result, teachers are now successfully implementing these learning tools into all KLAs. Teacher programs now show evidence of successful implementation of these learning tools into daily learning. Students also commented on increased engagement during numeracy and science and technology lessons owing to the increased use of these learning tools in classroom lessons. During Term 2, students were able to integrate the Stem Share kit which included Lego Technics and BeeBots.</p>	<p>Southern Teaching Principal Network CLN resources are stored on the shared Google Drive. No cost.</p> <p>Two casual staff were hire once a semester to assist with the PL based around Future Focus Learning. \$2000</p> <p>Booking of Stem Share Kit. Nil cost.</p>

Next Steps

1. Continue to access external support to assist in the successful implementation of Future Focused learning tools.
2. Continue to work closely with CLN to design and implement programs.
3. Revision of dispositions during classroom lessons in 2020.

Strategic Direction 2

Excellence in Teaching

Purpose

To optimise learning outcomes through developing teachers capacity to implement effective evidence based teaching practice.

Improvement Measures

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Effective Classroom Practice (Explicit Teaching and Feedback)

School assessment against SEF 2 moves from 'Delivering' to 'Sustaining and Growing' in Learning and Development (Collaborative Practice and Feedback).

Progress towards achieving improvement measures

Process 1: Evidence Based Practice

Teachers engage in professional learning and work collaboratively to develop their capacity to use success criteria, learning intentions and feedback.

Evaluation	Funds Expended (Resources)
<p>Through targeted professional learning, professional dialogue and support from an Instructional Leader, staff have further developed their skills and capabilities to implement quality programs which reflect best practice including L3 and Visible Learning elements.</p> <p>Staff Meetings have been utilised to gain an improved understanding of Visible Learning elements. Teachers are now successfully programming numeracy lessons using Success Criteria and Learning Intentions and displaying/discussing these during lessons. Staff are also effectively using class feedback booklets during differentiated small group activities to discuss progress with students and gain a clearer understanding of areas for focus. Learning Walks continue to be a focus for Staff PL.</p> <p>Our Learning Support Team are regularly updating learning support folders for each student and discussing students of concern at fortnightly meetings</p> <p>As a result, teachers have refined their teaching programs and classroom practice to support success criteria and learning intentions. This will continue to be a focus in 2020. Throughout 2019, there has been a considerable change in classroom practice and teaching and learning programs.</p>	<p>Casual employed to support Visible Learning PL and Learning Walks. \$1500.</p> <p>Focus on PL for Numeracy Programming. Nil Cost.</p> <p>Staff Meetings utilised for PL. Nil cost.</p>

Next Steps

Staff to continue current focus of Learning Walks for both classes.

Learning Intentions/Success Criteria implemented into Literacy programming.

Feedback booklets implemented into literacy activities.

Continued focus on learning support folders for all students,.

Strategic Direction 3

Positive Wellbeing

Purpose

To ensure Coolongolook Public School connects with the school community to promote wellbeing in an environment which allows all students to connect, succeed, thrive and learn.

Improvement Measures

School measures against SEF 2 and moves from 'Delivering' to 'Sustaining and Growing' in Wellbeing..

The quality of the learning environment improves from baseline data.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Implement and monitor a whole school approach to student wellbeing and engagement

Evaluation	Funds Expended (Resources)
<p>Wellbeing continued to remain a focus where the school directed many resources and much professional learning for staff. Baseline data showed the need to continue to deliver social and emotional support for students to promote engagement in their learning. Staff worked closely with District Personnel to develop an Action Plan and weekly PBL lessons. Staff met to discuss areas of school that needed focus and expectations were then developed. Weekly lessons were explicitly taught at our Monday morning assembly and expectations further embedded in lessons during the week. These lessons have proven to be extremely successful with negative behaviour data dramatically decreasing in all PBL focus areas during 2019.</p> <p>PBL posters have been produced for all focus areas of the school grounds outlining behaviour expectations for students. These have been displayed and often referred to by staff and re-taught in times of need. Students are regularly reminded of what it looks, sounds and feels like when displaying our school values of Respectful, Safe and Switched On. Students are acknowledged at daily assemblies by staff when displaying positive characteristics of school life. Cards have been designed displaying our school mascot 'Lionel' which are discuss, collated, acknowledged and celebrated for all children at the end of each term.</p>	<p>PBL lessons designed and explicitly taught. Two casual days. \$1000.</p> <p>PBL Posters and school signage erected. \$10000</p> <p>PBL information in newsletters and distributed to parents/carers. Nil cost.</p>

Next Steps

- Review of School Behaviour/Welfare system.
- Produce a Wellbeing Framework for Coolongolook Public School.
- Further investigate PBL signage for school.
- Immerse wider community in PBL values and goals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17853	<p>Aboriginal Equity funding was used to engage an SLSO to support aboriginal students. The SLSO worked alongside teachers in the academic, social and cultural support of students.</p> <p>Strong ties were maintained with AECG and school Aboriginal Community School Liaison officer, Stephen Brereton during 2018. The school IDM taught regular 'Guntang' lessons to our K–6 students that were enjoyed by all.</p>
English language proficiency	\$400	This funding was absorbed by the LaST program that supported student language development as part of the program.
Low level adjustment for disability	\$26631	In 2019, two SLSO's worked four days per week in each classroom which enabled students greater access to assisted programs. This meant that students were able to see SLSO's more regularly for targeted Literacy and Numeracy assistance individually or in small group situations. As a result, our Learning Support teacher has been able to focus on more intensive individual programs.
Quality Teaching, Successful Students (QTSS)	\$4589	Funds were utilised to support 'Learning Walks' as part of our Strategic Direction 2 milestones. Teachers were allocated time to discuss, implement, teach and review teaching goals during lessons. Funds were also utilised to hire casual teachers during peer teacher observations and planning sessions.
Socio–economic background	\$68892	Funds were once again allocated to engage additional SLSO time in both classrooms to provide academic and social support to students. Working alongside teaching staff our SLSO's supported all students in Literacy and Numeracy via in class or withdrawal support. SLSO's also worked to support the positive wellbeing of students through provision of emotional support as part of our PBL program.
Support for beginning teachers	\$15000	Time was accessed to work alongside our Learning Support teacher as well as the development of Accreditation evidence and documentation. The teacher indicated that the access to these funds had a significant effect on the ability to provide engaging teaching and learning for students and also supported the achievement of goals outlined in the Professional Development Plan.
Early Action for Success	\$55930	2019 saw the ongoing implementation of this initiative at Coolongolook Public School during Phase 2. The funds continued to support the implementation of an Instructional Leader in three small schools, Coolongolook, Krumbach and Stratford Public Schools. The Instructional Leader led the deep analysis of student data and ongoing tracking of student progress. The IL also led targeted

Early Action for Success	\$55930	Professional Learning for staff during 2019.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	15	17	11	14
Girls	16	18	18	15

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	90.5	63.6	88.7
1	92.1	91.8	85.7	71
2	94.1	86.7	92.6	89.4
3	91.8	95.7	85.9	94.4
4	91.4	74.2	93.9	86.5
5	95	89.9	78.9	94.6
6	88.4	93.8	85.7	82.2
All Years	92.4	89.9	85.9	89.3
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
All Years	94	93.9	93.4	92.8

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	86,570
Revenue	728,917
Appropriation	712,467
Sale of Goods and Services	2,180
Grants and contributions	13,378
Investment income	893
Expenses	-696,645
Employee related	-615,849
Operating expenses	-80,796
Surplus / deficit for the year	32,272

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 Approved SBA (\$)
Targeted Total	19,678
Equity Total	113,776
Equity - Aboriginal	17,853
Equity - Socio-economic	68,892
Equity - Language	400
Equity - Disability	26,631
Base Total	472,533
Base - Per Capita	6,805
Base - Location	2,864
Base - Other	462,864
Other Total	74,251
Grand Total	680,239

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Providing regular opportunities for students to be heard is a priority at Coolongolook Public School. Throughout the year teachers speak with student groups to see what they enjoy about school and the types of things they would like to change. Teachers use this information to modify and make changes where and when needed. The principal also holds student forums in classrooms on a term basis to gauge how students are travelling. From these forums it highlights how much students enjoy coming to school and feel safe when they are here.

Throughout the year staff contribute to weekly staff meetings, term staff development days and performance and development meetings with the principal. During these times staff discuss school policy and procedures, student engagement and learning and a range of things based on school operation and professional development.

The P&C are a positive, proactive and supportive group who work collectively to raise money for the school. The P&C's priority is to create a caring environment where everyone is welcome, feel valued and able to contribute to school decisions. During P&C meetings, parents and community members are positive about the school and are extremely supportive of how the school is operating.

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.