

2020 Annual Report

Coolah Central School



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Introduction

The Annual Report for 2020 is provided to the community of Coolah 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.

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School vision

Coolah Central School aims to be an inclusive school where all students, parents and staff are valued and supported. All students and staff will strive to do the best in everything they do, in an environment of high standards, expectations of performance and consistent positive behaviour. Through striving to do their best, and supporting one another, students of Coolah Central School will graduate as well rounded, creative and empathetic members of the community.

School context

Coolah Central School is a creative, caring K-12 school. It operates on a co-operative team basis and is supported by a dedicated Parents and Citizens (P&C) Association. Students are involved in decision making about their school through the Students' Representative Council.

The basic ethos of the school is defined by our Mission Statement:

Coolah Central School, in partnership with the community, promotes excellence by challenging and supporting individuals to create their future, in a secure and caring environment.

The dedicated, professional staff work together co-operatively for the benefit of students. Teachers and Support staff work with students who have special needs both in regular classrooms and in the Learning and Support class.

Coolah Central School offers a variety of programs to engage students on multiple levels such as the Intensive Learning Centre, Gifted and Talented Program, Vocal Group, Cattle Club, Public Speaking, and Work Placement.

At Coolah Central School we create opportunities for rural students to build self-esteem, develop skills and nurture attitudes of respect, enabling students to grow into responsible community citizens.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

The provision of high quality engaging learning experiences to equip students with the capacity to succeed in learning, problem solving and the use of technology, enabling them to be able to connect and contribute to their communities. We strive to meet the individual learning needs of our students through multiple learning pathways. Learning takes place across all cohorts in ways that allow every student to engage with the content, as well as developing self-regulation and social skills.

Improvement Measures

- Increase the proportion of students in the top 2 NAPLAN bands over 3 years.
- Increased students value adding between Year 3 and Year 5, Year 5 and Year 7, and Year 7 and Year 9 in the NAPLAN assessments.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands over 3 years.

Progress towards achieving improvement measures

Process 1: Bump It Up 2018-2019

Analysis of NAPLAN and PAT data and presentation to staff.

Identify support for extension of identified middle band students.

The implementation of Newman's Error Analysis for Numeracy Years 3-9.

Identify and utilise additional staff to support BIU strategies across the whole school.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restrictions, and the impact of this pandemic within the school, milestones for this Strategic Direction were reduced and simplified with specific achievable targets chosen as a focus.</p> <p>Students in Early Stage 1 and Stage 1 participated in learning activities with an explicit writing and reading focus. Students in Years 7-12 had an explicit focus on writing.</p> <p>The Intensive Learning Centre has shown positive results with increased student engagement with programs both for individuals and small groups.</p> <p>All staff have been involved in PLAN2 training.</p> <p>\$70000</p> <p>Funding Sources: Social-Economic \$70,000</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$70000.00)

Process 2: Literacy K-12

Early Stage 1 and Stage 1- L3 with a focus on explicit writing and reading.

Focus on explicit writing strategies to be incorporated into teaching and learning Years 7-12.

Ongoing professional learning for all staff in strategies which will be embedded into teaching and learning programs Years 2-8.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restrictions, and the impact of this pandemic within the school, milestones for this Strategic Direction were reduced and simplified</p>	Literacy and Numeracy \$10000

Progress towards achieving improvement measures

with specific achievable targets chosen as a focus.

Self Select classes continued with staff, students and families expressing high support to maintain this learning structure.

Quicksmart Literacy continues to support small groups of students in developing automaticity

Funding Sources:

- Literacy and numeracy (\$10000.00)

Process 3: Middle Years Learning

Staff cross over from secondary to primary in Music, ICT HSIE and Mathematics.

Implementation of a K-8 STEM program.

Evaluation	Funds Expended (Resources)
<p>Many staff completed STEM PL over 2020 and the implementation of a variety of STEM programs were implemented in K-10 classes. These included Google Expeditions virtual reality goggles, and Lego Mind-storm V3 Kits for Stage 4 Mandatory Technology.</p> <p>Transition strategies were implemented to support Year 6 to year 7 transition. High school teachers taught some primary subjects in Maths (Year 6) and Science (Stage 3). A transition program was also run in Term 4 so Year 6 students could partake in parts of the secondary program.</p> <p>Due to COVID-19 restrictions, and the impact of this pandemic within the school, milestones for this Strategic Direction were reduced and simplified with specific achievable targets chosen as a focus.</p>	<p>Technology \$43000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$43000.00)

Process 4: Student Enrichment Programs

Implementation of a variety of programs designed to recognise and extend students learning opportunities.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restrictions, and the impact of this pandemic within the school, milestones for this Strategic Direction were reduced and simplified with specific achievable targets chosen as a focus.</p> <p>Self Select class in Stage 5 continued with staff and families reporting success. This program will continue in 2020.</p>	<p>\$22000 Staffing for self select class.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$22000.00)

Strategic Direction 2

Teaching

Purpose

Coolah Central School will develop the capacity of teaching and support staff to provide high quality and innovative learning experiences that cater to the learning needs of all students. The incorporation of structured adjustments in order to provide tailored differentiation for designated students into teaching programs allows all students to access the curriculum.

Staff will develop and build their leadership capacity.

Improvement Measures

- 100% of teaching staff participate in Instructional Rounds.
- Staff contribute to ILSP's for 100% of identified students.

Progress towards achieving improvement measures

Process 1: Quality Teaching

Implementation of modified Instructional Rounds K-12 to build teacher capacity.

The Learning and Support Team collaborate with all teachers ensuring appropriate adjustments are made for identified students.

Cater for a wide range of student abilities; through the use of extension opportunities and adjustments for students.

Implementation of new syllabuses.

Improved quality learning environments, technology and professional learning supporting the needs of Future Focussed Learners.

Evaluation	Funds Expended (Resources)
<p>Due to impact of the COVID-19 Pandemic the Strategic Directions of the school have had to be simplified and manageable/achievable targets were selected in the finalisation of this reporting period. Specifically teaching rounds were not able to be conducted as their was a shortage of casual staff available.</p> <p>All staff incorporated adjustments in both working from home and school based lessons supporting students with their learning needs.</p> <p>Learning environments were improved with the refurbishment of all infants classrooms.</p>	<p>Socio-economic background \$30000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Process 2: Leadership

Improved distributed leadership within the school to create leadership opportunities for staff at all stages of their career development and to ensure succession planning.

Accreditation of all teachers in line with requirements.

Evaluation	Funds Expended (Resources)
<p>Due to impact of the COVID-19 Pandemic the Strategic Directions of the school have had to be simplified and manageable/achievable targets were selected in the finalisation of this reporting period.</p> <p>The school continues to practice a distributed leadership model for our</p>	

Progress towards achieving improvement measures

strategic planning. This was evaluated and improved leading into the next 2021-2024 planning cycle.

Strategic Direction 3

School Community

Purpose

Coolah Central School will continue to enhance its connections with parents, the local community and other schools, exposing students and staff to a broader range of educational experiences. The school is a hub for the community, both educationally and socially, and thus needs to ensure that it continues to work in partnership with all stakeholders including those from ESL and ATSI backgrounds.

Enhancing methods of communication between all community stakeholders, the community is brought more fully to the school and the school to the community.

Improvement Measures

- Increased number of positive entries on SENTRAL.
- Increased usage of both school website and Facebook page.
- All K-12 reports completed using SENTRAL.

Progress towards achieving improvement measures

Process 1: Communicating processes

Expand the use of third party software to improve methods of collecting, collating and reporting on data.

Strengthen school and community interactions through the use of social media platforms and the school website.

Evaluation	Funds Expended (Resources)
<p>School processes for attendance have been reviewed with all staff now using Sentral for period-by-period role marking.</p> <p>A small team has been meeting to discuss consistency of school branding and role statements for staff involved in school promotions. COVID-19 has impacted the achievement of this group.</p> <p>Parents have been surveyed as to the publication method of the annual school magazine, Booroomi. It is to continue to be produced in a hard copy as decided by the School Community..</p>	<p>Staff Professional Learning Time \$6000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6000.00)

Process 2: Student Wellbeing

Review Positive Behaviour for Learning system in K-6 and refine to better meet the students' needs.

Continue developing and refining new 7-12 Merit system.

Support student participation in excursions through subsidisation of excursion costs.

Breakfast Club/s established for students as required .

All welfare and wellbeing issues relating to student monitoring to be recorded.

Engage specialised external agencies to support student wellbeing needs.

Evaluation	Funds Expended (Resources)
<p>Due to the COVID-19 pandemic limited activities have taking place for this milestone. A strong focus has been monitoring and supporting student and staff wellbeing.</p>	<p>Socio-economic background \$10000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

Process 3: Quality Learning Environment

Enhance school facilities creating quality internal and external learning spaces for student and community use.

Evaluation	Funds Expended (Resources)
The school held an environment day in Term 3 where all students were involved in planting trees for a hedge at the front of the school and in laying turf. New bin surrounds were purchased and installed and a new fence erected around the kitchen garden.	Socio-economic background \$18000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$18000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing - Aboriginal Support Teacher (0.4) Aboriginal Student Learning Support Officer (0.6)</p> <p>Other - Student support and resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$83 817.00) 	<p>Learning Centre continues to support all students using data from each student's Personalised Learning Plan. Aboriginal Education Team continues with representation across the school and community.</p>
Low level adjustment for disability	<p>Staffing - Learning and Support Teacher, Student Learning and Support Officers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$146 059.00) 	<p>Learning and Support Teacher continues to support all students both individually and in small groups in the Learning Centre.</p> <p>All students on integration funding participated in Individual Support Planning meetings with their parents/caregivers.</p> <p>Student Learning and Support Officers were employed to provide support for identified students.</p>
Socio-economic background	<p>Staffing and resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$220 193.00) 	<p>Students were involved in a range of workshops including Study Skills, Cyber-safety, visiting performances and Police workshops. They also participated in Cattle Club, Public Speaking, community events, camps, excursions, swim school and Vocal Group. All of these activities were subsidised by the school.</p> <p>Technology resources were improved with interactive panels installed in all remaining classrooms and class sets of Google Expedition Goggles and Lego Mind-storm Kits purchased.</p> <p>Breakfast clubs continued to provide support to students.</p> <p>Rooms and outdoor spaces were upgraded to create quality learning spaces.</p>
Support for beginning teachers		<p>Coolah Central School had no beginning teachers in 2020.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	116	113	115	101
Girls	118	110	113	103

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	87.5	95.4	95.6
1	93.2	89.5	90.5	91.9
2	90.6	90.2	92.5	92.9
3	86.9	91.1	91	91
4	89.9	91.7	89.6	92.1
5	94.8	88.2	89.7	92.1
6	88.1	90.9	89	92.6
7	93.1	88.5	92.1	90.8
8	91.8	86.8	82.3	91
9	91.2	85.2	83.2	84.6
10	91.5	82.3	81.1	88.4
11	82.5	88.8	75.3	87.9
12	92.1	85.1	85	86.3
All Years	91.2	88.5	87.7	90.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0
Employment	6	6	40
TAFE entry	0	0	20
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

85.71% of Year 12 students at Coolah Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Coolah Central School expected to complete Year 12 in 2020 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)	2
Classroom Teacher(s)	14.34
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	7.59
Other Positions	0.2

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	851,069
Revenue	4,465,469
Appropriation	4,407,957
Sale of Goods and Services	18,398
Grants and contributions	34,059
Investment income	1,545
Other revenue	3,509
Expenses	-4,271,987
Employee related	-3,637,478
Operating expenses	-634,509
Surplus / deficit for the year	193,482
Closing Balance	1,044,551

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.

	2020 Approved SBA (\$)
Targeted Total	134,402
Equity Total	450,069
Equity - Aboriginal	83,817
Equity - Socio-economic	220,193
Equity - Language	0
Equity - Disability	146,059
Base Total	3,393,688
Base - Per Capita	55,869
Base - Location	130,243
Base - Other	3,207,576
Other Total	236,319
Grand Total	4,214,478

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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

Parents and community continue to be involved with the school with the number of parents attending P&C Meetings remaining high. High levels of satisfaction and positive responses to the shared partnerships established at Coolah Central School have been reported by parents anecdotally at P & C meetings, parent forums and teacher/parent evenings.

In 2020 the school started to regularly use Survey-Monkey to allow parents an opportunity to be involved in decision making across the school . Community members and parents report that they feel more included as a result of this and are comfortable in approaching the school with feedback.

During the year students completed Tell Them From Me surveys. Results were varied with the COVID-19 pandemic having a noted affect of student wellbeing. Enhanced wellbeing structures within the school will continue to be a focus in upcoming years.

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.