

# 2020 Annual Report

## Coolamon Central School



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# Introduction

The Annual Report for 2020 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

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Coolamon Central School

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## School vision

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. 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>

## 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)
<p>In 2020 staff participated in professional learning about Literacy and Numeracy Progressions with implementation predominantly in Kindergarten to Year 6 classes. Discussions took place across secondary faculties as to the application of progressions within the teaching and learning cycle. There were focused conversations between primary staff and Year 7 teachers about student assessment data to inform initiatives with progressions being part of these discussions. The school will continue to have these conversations and consider professional learning that is relevant for student needs.</p> <p>The school had strong practices in place to identify student learning needs and then to develop differentiated learning programs for identified students. Students have been increasingly involved in setting learning goals and systems continue to monitor and adjust these goals throughout the year. Classroom and across-school observations indicated improved student learning and wellbeing supports for students as these supports go hand-in-hand to meet more specifically the interests and needs of students.</p> <p>The school developed a document detailing photos and brief details about all students in the school titled Every Child is Known, Valued and Cared For. This document is a reference for all staff and was particularly useful for new staff members coming to the school so that they were able to understand some learning and wellbeing contexts of students they were teaching and supporting.</p>	<p>Professional Learning component approximately \$2,000</p> <p>Staff meeting times after school hours as well as in school professional learning sessions</p>

##### 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)
<p>Please refer to report comment in Process 1 in this Strategic Direction.</p> <p>In 2020 the Learning for Home situation resulted in staff needing to develop structured student-centred and self-regulated learning tasks using the online platforms, Microsoft Teams and Zoom. SCOUT data showed student</p>	<p>School Learning Support Officers (SLSOs) from Integration funding as well as components of equity funding.</p> <p>Learning and Support Teachers (0.2 in</p>

## Progress towards achieving improvement measures

engagement with these online platforms and communication systems with families heightened a focus on student individual learning and wellbeing. The delivery of learning experiences was individualised with a concerted effort by the school's staff to ensure students had access to the hardware and ongoing supports to continue their learning. Comments about learning experiences during this time were integrated in student reports. Optional paper packages of learning were available with processes for monitoring learning progress.

Following Learning from Home the school staff reassessed student learning and wellbeing needs with a high priority on the ongoing work to ensure individualised learning opportunities continued throughout 2020.

primary and 0.1 in secondary).

Additional Head Teacher (Wellbeing and Learning Support) \$35,000 from equity sources.

Goodwill and professionalism of staff.

## 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)
<p>Refer to report comments in Strategic Directions 1, Process 1 about the school's work on progressions Kindergarten to Year 7.</p> <p>In 2020 relevant staff completed professional learning on Kindergarten and Year 7 'Best Start' and delivered this information to all teaching staff. This process enabled a stronger whole-school understanding about the assessments and provided secondary staff with a clearer understanding of Year 7 student learning. The Best Start data was used to inform the school's work in identifying the student learning tiers as well as to develop learning plans and class programs for students. Teachers collaborated to ensure that a focus on this work was maintained.</p> <p>'Seven Steps for Writing Success' was an intended priority focus area for whole-school teaching and non-teaching professional learning as, prior to 2020, three teachers had been trained in this program and the school had committed to continue with the program's implementation. Due to COVID 19, this professional learning was interrupted and had to be postponed in Semester 1. The training took place early in Term 3 and a model was implemented to allow staff to continue their collaborative work to implement strategies in teaching and learning programs. Staff feedback indicated that they are confident in applying their new learning and that student writing work samples and engagement in writing tasks were showing improvement.</p> <p>(Due to COVID 19 Seven Steps professional learning did not take place as planned. It was completed later in the year in an online format.)</p>	

##### 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)
In 2020 the school continued with a Middle School Program in Years 5 to 8	Additional teacher employed through

## Progress towards achieving improvement measures

involving staff collaborations across primary and secondary teams and structured timetables to enable teacher expertise across Key Learning Areas. A designated middle school teacher was employed to lead this initiative. An evaluation of the program indicated that the program contributed to improved student attendance and retention, smoother and more efficient transitions from primary to secondary learning, enhanced staff collaborations and learning across curriculum as well as improved student reading confidence and skills using the 'Accelerated Reader' program led by the middle-school's teacher.

During the term of the 2018-20 School Plan the school established a comprehensive model to ascertain professional needs and interests of all staff and plans were developed to meet adult learning needs. This process is embedded practice in the school.

Disaster assistance

Accelerated Reader program \$3,000



## 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)
<p>Throughout the term of the 2018-20 School Plan the school focused on student wellbeing and student leadership initiatives were developed and have now become common practice. Student leaders are visible within the community and student voice via a Student Representative Council structure in regular and informed activities around the school and within the community. Community, staff and student feedback indicated to the school that Coolamon Central School is inclusive, positive in promoting students within the community and work experience and future employees of students have expressed positive comments.</p> <p>The School and Community Wellbeing Officer provided a strong and highly visible role to enable communications and planning to enhance school and community connection and partnerships with a student-focused priority. An evaluation of the role in 2020 indicated an increase in student confidence when accessing this support.</p>	<p>Wellbeing Officer - funding 3-ways with Department, School and Community</p>

##### 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)
<p>Active volunteering by both students and staff began at the beginning of the year but was halted in March as a result of COVID 19. The aim is to build on and increase awareness of opportunities for community involvement.</p> <p>Limited involvement was recommended towards the end of the year. The Student Wellbeing Officer has been limited in his ability to be involved in the community.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>A retired English teacher provided literacy tutoring and physical wellbeing activities in the high school.</p> <p>Also individualised reading to assist students in an infants class.</p> <p><b>\$15800</b></p> <p>Purchase of two interactive smart boards to improve educational engagement and growth.</p> <p><b>\$12500</b></p> <p>Resources.</p> <p><b>\$400</b></p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$28 700.00)</li> </ul>	<p>The individualised literacy and wellbeing tutoring improved student attendance, and engagement and self worth of the students involved.</p> <p>Reduced negative behaviour and suspensions of targeted students</p> <p>Improved reading interest and fluency in the infants class</p> <p>All Aboriginal students have updated PLP's.</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><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$36 000.00)</li> </ul>	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school engagement strategies.</p> <p>SLSO's and specialist tutors were employed to assist students who required accommodations and assistance to help them become more engaged in their learning.</p> <p>Individual and small group intensive learning was successfully provided to targeted students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Additional RFF to allow teachers to improve program development.</p> <p>Increased collaboration and classroom observations and feedback.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$27 127.00)</li> </ul>	<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 the employment of an additional primary teacher to allow for smaller class sizes and increased individual instruction.</p> <p>Ongoing employment of a Wellbeing/Learning Support Head Teacher.</p>	<p>An additional teacher was 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 Faculty budgets</p>

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$170 000.00)</li> </ul>	Support for beginning teachers Beginning Teacher and mentor release \$24,000.
<b>Support for beginning teachers</b>	<p>Beginning teacher and mentor release.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$18 856.00)</li> </ul>	<p>These activities boosted the two 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>Both teachers were provided with feedback and they were supported in development of their teaching skills.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	137	139	148
Girls	164	169	165	172

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	93.6	91.1	94.6
1	93.1	92.2	92.1	93
2	92.8	91.2	92.9	93.1
3	93.4	92	91.7	95.4
4	91.6	92.4	92.2	94.9
5	94.8	92.9	92.1	94
6	95.2	93	95.2	92.8
7	93.7	90.1	91.4	95.2
8	89.5	90.3	86.5	89.5
9	90.9	87.6	87.3	90.3
10	78.5	82.9	85.8	88.2
11	90	74.5	88.6	91.1
12	84.5	87.3	93.1	83.8
All Years	90.9	89.2	90.3	91.9
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	13	9
Employment	0	87	18
TAFE entry	0	0	37
University Entry	0	0	18
Other	0	0	0
Unknown	0	0	18

#### Year 12 students undertaking vocational or trade training

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38.10% of Year 12 students at Coolamon Central School undertook vocational education and training in 2020.

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

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100% of all Year 12 students at Coolamon 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)	3
Classroom Teacher(s)	19.48
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.79
Other Positions	0.6

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	473,218
<b>Revenue</b>	5,445,268
Appropriation	5,379,675
Sale of Goods and Services	7,435
Grants and contributions	56,484
Investment income	531
Other revenue	1,143
<b>Expenses</b>	-5,142,407
Employee related	-4,636,733
Operating expenses	-505,674
<b>Surplus / deficit for the year</b>	302,861
<b>Closing Balance</b>	776,079

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	403,636
<b>Equity Total</b>	377,413
Equity - Aboriginal	28,773
Equity - Socio-economic	214,201
Equity - Language	0
Equity - Disability	134,438
<b>Base Total</b>	4,109,076
Base - Per Capita	73,113
Base - Location	41,570
Base - Other	3,994,393
<b>Other Total</b>	377,149
<b>Grand Total</b>	5,267,274

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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.

## Tell Them From Me

### Primary Snapshot

- Participation in sport is above state average
- Learning Culture, expectations of success, teacher student relationships have remained stable
- Resilience has slightly declined but so have instances of bullying

Student comments:

"I love this school because the teachers always have fun ways to teach us and because students are kind and so are the teachers".

### Secondary Snapshot

- Participation in sport has decrease slightly
- An increase in positive relationships, Academic self-concept
- Decline in truancy
- Slight increase in bullying
- Decline in perseverance

Student comments:

"The schools core values is to be respectful, responsible and ready to learn are easy to understand".

"A need to reduce bullying and respond more effectively, with more focus on fixing issues between students and more programs for girls".

### Staff Snapshot

- I work with school leaders who create a safe and orderly school environment
- I talk with other teachers about strategies that increase student engagement
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts
- More training and leadership in the use of data in the classroom

### Parents

- They note that they are well informed about my child's progress in school subjects.
- The school staff take an active role in making sure all students are included in school activities
- Sometimes there is too much information and communication channels

## Student Representative Council (SRC)

Activities were limited last year, due to the COVID restrictions around food but they were still able to run and coordinate many events:

- Harmony Day
- Crazy Hair Day for Cystic Fibrosis and Worlds Greatest Shave were combined
- RUOK Day
- Footy Colours Day
- House Feud and other wellbeing events

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.