

# 2020 Annual Report

## Coraki Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Coraki 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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## 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	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards 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	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Our Learning Culture

#### Purpose

All our students will face an ever changing world in which they will be adults. Students will need the skills to be motivated, effective learners within this future world. They will need to be confident risk takers in their own learning, critical, creative, resourceful and empowered with high level skills in Literacy and Numeracy. These children need positive and enduring learning dispositions that reflect strong emotional, physical, social and academic foundations.

#### Improvement Measures

Within the School Excellence Framework the school will move from *Delivering* to *Sustaining and Growing* in the elements of *Curriculum* and *Effective Classroom Practice*. and *Sustaining and Growing* to *Excelling* in the element of *Wellbeing*.

#### Progress towards achieving improvement measures

##### Process 1: Flourishing Learners

Students will be active in their learning through positive involvement with their teachers and parents.

Evaluation	Funds Expended (Resources)
<p>A review into this school plan process was carried out in Term 4.</p> <p>The review found that there are particular areas that have had an impact, including the oral language program. This will be enhanced in 2021. The Learning through talk program developed for Coraki Public School has been incorporated into Teaching and Learning programs, but due to the disruption of Learning that Covid-19 the impact was less than expected. This will be continue as a focus in 2021.</p> <p>Coordinated an enhanced learning environment based on unique points of need, this lead to movement along set continuum in learning culture. While the on balanced judgement did not meet the set improvement measurement school practice set in place the pre-conditions for this to be built in the 2021-2024 plan.</p>	<p>Additional Staff- Teaching staff and SLSOs</p>

##### Process 2: Wellbeing

Our whole school wellbeing processes ensure students can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>The Positive Behaviour for Learning program was relaunched and a significant improvement in behaviour across the school in all settings school-wide has been the impact. Our low level behaviours have decreased with the explicit teaching of behaviours been introduced. Covid did have an impact on the launch of this program and consistency of delivery was not achieved. This will be continued in the 2021-2024 plan with a consistent and coordinated roll out of explicit teaching and signage distribution.</p>	<p>Professional Leaning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2000.00)</li></ul>

## Strategic Direction 2

### Quality Teaching

#### Purpose

Teaching in our school will sustain and grow to create learning spaces that are stimulating and engage all students. Teaching practice must be evidence based and differentiated to cater for individual needs. Teachers need to maintain high expectations and empower all students with oral language skills that enable investigation, questioning and higher order thinking, while supporting the diverse cultural, emotional, cognitive and social needs of our students. Staff must challenge students and maintain positive working relationships that foster and support a love of learning that students will carry with them to become successful members of society. A culture of high expectation will be evident across the school.

#### Improvement Measures

Data measurements will show individual student growth along *Learning Progressions* consistent with expectations for grade and ability.

Within the School Excellence Framework the school will continue to Sustain and Grow *Collaborative Practice* and will move to *Excelling in Learning and Development*. within the Teaching domain.

#### Progress towards achieving improvement measures

##### Process 1: Effective Classroom Practice

All staff are implementing the most effective teaching strategies that address need and syllabus.

Evaluation	Funds Expended (Resources)
<p>The Learning and Support teacher conducted professional learning with staff on the use of the progressions and this resulted in accurate assessment of student needs and the consistent use of the progressions across the school.</p> <p>Professional Learning from the Literacy and Numeracy Strategy Advisor/Teaching Quality and Impact Advisor Directorate saw the adoption of programming templates reflective of balanced Literacy and Numeracy sessions. This lead to an inclusive delivery of curriculum. Due to Covid this will be continued in the 2021-2024 school plan.</p>	<p>Additional Learning and Support</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li></ul>

##### Process 2: Teachers as Learners

Staff enhance their teaching practice to reflect the Professional Standards.

Evaluation	Funds Expended (Resources)
<p>The teaching staff engaged with the professional standards, and this resulted in reflecting on their PDPs adjusting where necessary.</p> <p>Professional Learning on the What Works Best document was undertaken and staff completed some of the WWB modules. This resulted in collaborative dialogue about some of the elements for example- High Expectations, Explicit Teaching and Use of Data to inform Practice. This will continue in the 2021-2024 plan.</p>	<p>PDP Professional Learning. What Works Best Update modules.</p> <p>Strategic Support Staff.</p>

### Strategic Direction 3

Community Connections.

#### Purpose

To further create sustaining and growing pathways to bond the relationship between the school and all families. Families must feel welcome within their school and be part of open and honest communication with all staff members. Our hard to reach families must be engaged at all levels with the school and feel respected and valued. The wider community must value their school and share in the achievements and celebrations of what we all achieve for our students, thus overcoming levels of disadvantage that may exist within our community.

#### Improvement Measures

The school will achieve a level of *Sustaining and Growing for Management Practices of Community Satisfaction*.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Our school supports a climate of high expectations and community engagement to recognise culture and support the growth of our students.

Evaluation	Funds Expended (Resources)
<p>A very successful welcome BBQ was held prior to Covid-19 hitting. The outcome was the attendance of most of our families including 80% of our Aboriginal families. The impact of this was engagement and connections between families and staff and the process of developing personalised learning plans for all our students was commenced. Due to Covid the PLPs that were not completed were completed via telephone. All students had a PLP created and this practice will continue through the 2021-2024 school planning process.</p> <p>Our Aboriginal Education Officer has been very successful in forging strong links with the community and this has resulted in solid trusting and respectful relationships being built between the Aboriginal Community and the school.</p> <p>A yarning circle was created and this resulted in a highly successful collaboration between community and the school in developing the area as well as launching it to the community. The activity saw the a coming together of all families, DEO staff and community. This process has seen a shift in learning practices as the space is now seen as a learning space for all to utilise.</p> <p>The Aboriginal Team developed a girls dance group. Dances were taught and outfits created. This resulted in an increase in belonging and a sense of pride in cultural diversity. This will be continued into the 2021-2024 plan with the addition of language and a boys dance group initiated.</p> <p>A Mums/Dads/Carers yarn up was organised to commence in Term 1 2020, however it had to be postponed due to COVID-19. This is planned to commence at the relaxing of the COVID-19 restrictions. It is predicted this will develop relationships with our community and increase the enrollment in the transition class, ultimately leading to the increased enrollements in the main school.</p>	<p>Additional Staff.</p> <p>Community Liaison personal.</p> <p>Community Partnerships with Aboriginal Elders and the Boggal Land Council to deliver Acknowledgement of Country</p> <p>Aboriginal Education Officer</p>

##### Process 2: Proactive relationships

Partnerships that are planning clear and common aims and directions for learning.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

PLPs were written for all students to ensure a clear pathway to accessing the curriculum for all students was developed. This process identified needs and strengths of each individual student and these were clearly communicated to families. Follow up contact for these PLPs was made challenging due to COVID-19, however staff utilised a range of communication measures to ensure this process was followed through on.

Casual staff /RFF



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	Additional Staff <b>Funding Sources:</b> • (\$135 917.00)	Students needs were identified and differentiated learning was provided in small group settings. This was highly impacted by COVID-19 and the results desired were not reflected in the outcomes. This strategy will carry over to the 2021-2024 school plan.
<b>Aboriginal background loading</b>	Additional staff <b>Funding Sources:</b> • Aboriginal background loading (\$81 061.00)	The Transition class SLSO allowed a inclusive and supportive program to to implemented. COVID-19 impacted on the attendance of this program.
<b>Low level adjustment for disability</b>	Additional Staff <b>Funding Sources:</b> • Low level adjustment for disability (\$81 173.00)	Additional SLSO staff available to all classes ensured that all student needs were catered for. Student behaviour and academic needs were addressed in an individual and nurturing way due to the staff to student ratio.
<b>Early Action for Success</b>	Instructional Leader <b>Funding Sources:</b> • Early action for success (\$100 401.00)	Due to illness and working from home from the Instructional Leader, the impact of the EAFs program was not as anticipated. The IL took extended leave and then resigned. We had periods of time with no IL. The new appointment instigated the use of Progressions across the school and this practice lead to accurate needs based data being communicated through the learning programs. This practice was hindered by COVID-19. The EAFS program will continue in the 2021-2024 school plan.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	44	31	18	20
Girls	44	39	25	24

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	83.3	80.1	81.6	87
1	87.7	84.7	86.5	85.2
2	83.1	88.1	89.1	83.6
3	81.7	82.9	92.4	89.4
4	83.4	76.7	80.5	95.9
5	82.9	80	82.8	91.1
6	86.7	83.5	88.1	90.2
All Years	84.3	82.6	86.6	89.2
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
All Years	93.9	93.4	92.8	92

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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.85
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.08
School Administration and Support Staff	2.1

\*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 Actual (\$)
<b>Opening Balance</b>	249,160
<b>Revenue</b>	1,350,272
Appropriation	1,279,711
Sale of Goods and Services	10,031
Grants and contributions	10,960
Investment income	727
Other revenue	48,843
<b>Expenses</b>	-1,446,532
Employee related	-1,380,151
Operating expenses	-66,381
<b>Surplus / deficit for the year</b>	-96,260
<b>Closing Balance</b>	152,900

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>	28,412
<b>Equity Total</b>	295,000
Equity - Aboriginal	79,277
Equity - Socio-economic	135,917
Equity - Language	0
Equity - Disability	79,806
<b>Base Total</b>	606,294
Base - Per Capita	10,342
Base - Location	5,858
Base - Other	590,095
<b>Other Total</b>	263,570
<b>Grand Total</b>	1,193,276

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.

## Parent/caregiver, student, teacher satisfaction

30% of parents/caregivers participated in the satisfaction survey.

Parents commented that they found the school to be a happy, warm and welcoming place.

Parents commented that they would like more parent meetings (COVID-19 has impacted this.)

Parents commented that they would like to be more involved in the school, but again COVID-19 had impacted these opportunities.

85% of the parents who returned the surveys gave the school a rating of 8 to 10. The rating scale ranged from 1 being the lowest and the highest being 10.



# 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.