

# 2021 Annual Report

## Coerwull Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Coerwull 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 Strategic Improvement 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 vision

At Coerwull Public School we believe that every student should be known, valued and cared for with a focus on delivering high impact evidence based practices informed by the data. Our vision, is to be one dynamic community working together to grow self-regulated learners, high functioning leaders and socially responsible citizens where every student, every teacher, every leader and every school improves every year.

## School context

Coerwull Public is a split site located in the township of Lithgow. Current enrollments are 409. The school is steeped in history and tradition and in 2017 celebrated 150 years of public education and service to the Lithgow community. The school has a long history and connection with the state choral and recorder festivals, K-2 Frolic, representative sports, debating and public speaking and supported by a group of school patrons. The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

There are 72 ATSI (Aboriginal and Torres Strait Islander) and 34 EAL/D (English as an Additional Language or Dialect) students. The school has 2 Multi-Categorical and 1 Autism Class. A significant number of students come from a low socio-economic background. The average teaching experience, at the school is currently at 14 years.

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The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

Student Leadership is valued with students actively engaging and making decisions regarding learning goals and extra-curricular activities. Community partnerships including, the Aboriginal Education Consultative Group and the Greater Lithgow Valley Community of Practice are valued. A focus of the school will be to work with the Greater Lithgow Valley Community of Practice to implement the network reading strategy to improve student outcomes, engage in evidence based practices and participate in high quality professional learning.

As a result of the situational analysis process the school completed a detailed evaluation involving all stakeholders. Through the NAPLAN gap analysis, the school has identified system-negotiated targets areas in Reading, Numeracy and Attendance. Throughout our situational analysis, we have identified a need to further develop the data literacy skills of all staff to analyse, interpret and use data effectively with the purpose of improving student outcomes. Further work will need to occur to embed evaluative practices, to use reliable data to make evidence-informed decisions about teaching and learning.

Work will continue to further establish collaborative teaching practices with a focus on working collaboratively to manage the teaching and learning. To strengthen our collective teacher efficacy, the next step will be to develop skills in self-reflection, peer coaching and structured lesson observation.

A continued focus will be on strengthening visible learning strategies including; feedback, goal setting, learning intentions and success criteria as a key driver for empowering student voice and active participation in their learning.

Continued monitoring of student performance data, through the collaborative lense, will ensure responsive tiered interventions continue to respond to the needs of all students. Establishing formative and summative assessment schedules and practices will be a priority.

Establishing school based procedures, policies and strategies to improve the attendance rates, of all students, will continue to be a priority. Our work with Aboriginal students will be focused on the Premier's priorities through actively engaging in research based practices to improve engagement, community connections and establishing an authentic personalised learning pathways. A focus on Turning Policy into Action, Partnership Agreement and engaging in high quality professional learning such as the 8 Ways of Learning will be a priority.

Our work will be to create a culturally safe learning environment, for all students, to engage in a, respectful and responsible way through the equitable allocation of resources. To establish a learning culture of high expectations will continue to be the work of all staff.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop data literacy skills to inform planning, identify interventions, modify teaching practices based on research and evidence.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

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**Socio-economic background:** \$393,318.00

**Low level adjustment for disability:** \$145,753.00

**QTSS release:** \$80,164.37

**Literacy and numeracy intervention:** \$58,861.95

**English language proficiency:** \$2,400.00

**Professional learning:** \$37,022.09

**School support allocation (principal support):** \$22,033.35

**Per capita:** \$103,088.00

### Summary of progress

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#### What did we get done

We used the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- IL led data analysis (exec / faculty teams)
- SEF SaS.
- Individual students are closely monitored. and targeted support given where growth is not evident. Pre and post assessments carried out to assess the impact of this support.
- .Continual monitoring of student performance data to determine areas of need and success at a class and school level.
- In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we developed professional learning to refine data driven teaching practices that are responsive to the learning needs of individual students.

What were the differences we saw -

- Teachers developing their ability to apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.
- Valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.

Where to now -

- All students are able to articulate, understand and achieve their literacy and numeracy learning goals.
- Teachers using evidence based practice and utilising the resource hub to improve student outcomes..
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.
- Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• Increase in the percentage of students in the top two bands to be above the school's system-negotiated target baseline in NAPLAN reading of 29.6%.</li> <li>• Increase in the percentage of students in the top two bands to be above the school's system-negotiated target baseline in NAPLAN numeracy of 15.8%.</li> </ul>	<ul style="list-style-type: none"> <li>• 29.1% of students are now in the top two skill bands (NAPLAN) for reading and 21.93% for numeracy, indicating progress toward the annual progress measure.</li> </ul>
<p>Improvement as measured by the School Excellence Framework:</p> <p>In the Learning Domain: Assessment - Delivering</p> <p>In the Teaching Domain: Data Skills and Use -Delivering</p> <p>In the Teaching Domain: Effective Classroom Practice -Delivering</p> <p>In the Teaching Domain: Professional Standards trending toward Sustaining and Growing</p> <p>In the Teaching Domain: Learning and Development -Delivering</p>	<ul style="list-style-type: none"> <li>• In the learning domain: Assessment -Self-assessment against the School Excellence framework shows the element of assessment to be delivering</li> <li>• In the Teaching Domain: Data Skills and Use- Self-assessment against the School Excellence Framework shows the school currently performing at delivering.</li> <li>• In the Teaching Domain: Effective Classroom Practice- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing</li> <li>• In the Teaching Domain: Professional Standards- Self-assessment against the School Excellence framework shows the school currently performing at delivering</li> <li>• In the Teaching Domain: Learning and Development- Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing</li> </ul>
<ul style="list-style-type: none"> <li>• Increase in the percentage of growth to be above the school's system-negotiated target baseline in NAPLAN reading of 66.9% .</li> <li>• Increase in the percentage of growth to be above the school's system-negotiated target baseline in NAPLAN numeracy of 53.6%.</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading increased to 62.96% indicating progress toward the lower bound target.</li> <li>• Percentage of students achieving expected growth in numeracy decreased by 4.29% to 50% indicating progress yet to be seen toward the system-negotiated target.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase in the percentage of Aboriginal students in the top 3 NAPLAN bands to be above the school's system-negotiated target baseline in reading of 45.8%.</li> <li>• Increase the percentage of Aboriginal students in the top 3 NAPLAN bands to be above the school's system-negotiated target baseline in numeracy of 26.2%.</li> </ul>	<ul style="list-style-type: none"> <li>• 28% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound system negotiated target.</li> <li>• 30.43% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress above the lower bound target of 26.2%</li> </ul>

## Strategic Direction 2: Learning Culture and Engagement

### Purpose

In order to establish a learning culture where students have a sense of belonging, connectedness, meaningful relationships and purpose, we will provide opportunities for students to speak, problem solve and collaborate with others.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Culture
- Engagement

### Resources allocated to this strategic direction

**Location:** \$7,436.00

### Summary of progress

#### What did we get done?

- Created positive classroom environments demonstrated by supportive, collaborative relationships between students, teachers and peers.
- Established safe classroom spaces where all students take risks, feel comfortable and ask questions
- Collaboratively established classroom rules, routines and expectations for behaviour in line with the whole school learning spaces management policy.
- Created the expectation that minutes matter in every lesson, every day.
- Consistently informed parents and carers of their child's progress, learning goals and learning expectations.
- **What were the differences we saw**
- Used regular formative assessment to understand students strengths and areas for improvement
- Identify signs of student disengagement that reflect underlying wellbeing issues such as non-attendance and behaviour.
- **Where to next?**
- Provide a wide range of differentiated learning opportunities
- Use complex tasks and ask challenging questions that require deeper thinking and problem solving
- Implement additional support to vulnerable students to assist them feel safe and supported in all school learning opportunities.
- Discuss students progress with parents and carers to develop partnerships built on trust and respect

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of student attending more than 90% of the time to be at the baseline of 71.3%.	• The number of students attending greater than 90% of the time or more has decreased by 7.41%.
Increase the positive responses from the Tell Them From Me survey above 88.4%.	• 81.31 % of students reporting positive wellbeing outcomes has increased by 3.41% across the positive wellbeing measures.
Improvement as measured by the School Excellence Framework:  In the Learning Domain: Learning Culture-Delivering  In the Learning Domain: Wellbeing-Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture.  Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing

### Purpose

In order to maximize student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop consistent school wide practices for assessment to monitor, plan and report on student learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment

### Resources allocated to this strategic direction

### Summary of progress

#### What did we get done ?

- ensuring that common models of assessment underpin classroom practice.
- developed a shared understanding of assessment as driver of improved student learning.
- monitored alignment of curriculum, pedagogy and assessment in response to cohort changes.

#### What did we see?

- teachers exploring common models of assessment
- gaining greater confidence in using assessment to inform practice
- greater use of department resources

#### Where to next?

- designing initiatives that build assessment capacity across the school.
- ensuring assessment is embedded in the teaching and learning cycle

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Value-added K-3 Delivering (2019 Data)</li><li>• Value-added 3-5 Delivering (2019 Data)</li><li>• Value-added 5-7 Delivering (2019 Data)</li></ul>	<p>Value added 2021 K-3 is not available for 20211 due to changes in the Best Start Kindergarten assessment in 2018</p> <p>Value added 3-5 we continue to sit at delivering</p> <p>Value added 5-7 we continue to sit at delivering</p>
<p>Assessment against the School Excellence Framework:</p> <p>In the Learning Domain: Assessment-Delivering</p> <p>In the Learning Domain: Student Performance Measures- Delivering</p>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of student performance measures while the element of assessment has remained at sustaining and growing.</li></ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$79,812.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coerwull Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$393,318.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coerwull Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement intervention to support identified students with additional needs</li> <li>• professional development of staff through professional learning to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 Year 5 NAPLAN Numeracy above SSSG Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent.</p>
<p>Aboriginal background</p> <p>\$93,427.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coerwull Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$93,427.41</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• Teacher (0.2) working with Aboriginal students K-2 to deliver writing workshops based on quality texts the 8 Ways of Learning pedagogy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All Aboriginal students have had access to literacy intervention. K-6 students have had targeted reading intervention to meet their individual needs. K-2 students have engaged in weekly writing workshops based on quality texts. Students had individual learning goals based on individual needs which resulted in each student developing a love of writing. Creation of a virtual data wall to track Aboriginal student's attendance and learning outcomes.</p> <p>Students learned a Welcome to Country which they then took back to their own classrooms to teach their peers. This resulted in daily Welcome to Country in all classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to track Aboriginal students attendance and learning outcomes. Review the PLP process and increase the collaboration between school and families to improve the positive outcomes for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coerwull Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning to meet the needs of our EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$221,009.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coerwull Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$221,009.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with evidence-based tiered intervention to increase learning outcomes in reading</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school achieved a more consistent approach to student learning support and interventions. Identified students were case managed by the intervention team. Progress monitored and adjustments made every five weeks. Internal and external data used to monitor progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To refine our five weekly literacy data focus with an emphasis on providing evidence to triangulate our data.</p>
<p>Location</p> <p>\$7,436.00</p>	<p>The location funding allocation is provided to Coerwull Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$11,177.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coerwull Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted literacy and numeracy intervention for Stage 1 tier 2 and 3 students. This was inconsistent due to staffing changes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ a highly skilled interventionist to check in with Stage 1 students in Term 1 and provide reading intervention to ensure students are on track.</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,816.00</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Coerwull Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Early Action for Success (EAfS)</p> <p>\$205,816.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leaders build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>• Instructional Leader to coordinate whole school intervention and work with interventionists to analyse data every 5 weeks, set up and use Focus Groups in PLAN2 to monitor student growth.</li> <li>• Instructional Leader to work with middle leadership to build sustainable practices in evidence based effective teaching strategies with a focus on literacy and numeracy.</li> <li>• Instructional Leader to keep informed about the Department's latest resources and communicate this with the middle executive and all staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A whole school culture of sustainable practices in evidence based effective teaching strategies with a focus on literacy and numeracy. Data literacy skills developed to inform whole school, stage , class and individual student focus areas to improve student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The Instructional Leaders will be in the APCI positions as of 2022 and will continue their focus on working with the middle leadership team to build sustainable practices in evidence based effective teaching strategies with a focus on literacy and numeracy and provide PL to all staff on the use of the literacy and numeracy learning progressions and the use of PLAN2 to monitor student progress. They will also provide professional learning and support in the implementation of the new English and mathematics syllabuses.</p>
<p>QTSS release</p> <p>\$80,164.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coerwull Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coerwull Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Meeting the targeted needs of our tier 2 and tier 3 students K-6 in literacy. Extension of our targeted Stage 3 students in mathematics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To maintain the employment of our highly skilled intervention team to meet the additional needs of our learners.</p>
<p>COVID ILSP</p> <p>\$235,016.21</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to provide intensive small group intervention for identified tier 2 and tier 3 students in literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	217	224	210	193
Girls	188	199	197	190

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	93	92.3	89.1
1	92.7	93	91.6	89.8
2	92.6	93.8	94	90.6
3	93.3	91.9	93.5	91.2
4	92	92	91.5	91.6
5	92.7	89	92.9	87.3
6	90	91.2	91.1	89
All Years	92.6	92	92.3	89.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Assistant Principal(s)	5
Classroom Teacher(s)	18.42
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.62

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	457,536
<b>Revenue</b>	5,525,801
Appropriation	5,469,735
Sale of Goods and Services	2,495
Grants and contributions	53,464
Investment income	108
<b>Expenses</b>	-5,483,225
Employee related	-4,980,068
Operating expenses	-503,157
<b>Surplus / deficit for the year</b>	42,576
<b>Closing Balance</b>	500,112

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	79,812
<b>Equity Total</b>	710,155
Equity - Aboriginal	93,427
Equity - Socio-economic	393,318
Equity - Language	2,400
Equity - Disability	221,010
<b>Base Total</b>	3,791,070
Base - Per Capita	103,088
Base - Location	7,436
Base - Other	3,680,545
<b>Other Total</b>	616,497
<b>Grand Total</b>	5,197,534

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.

## Parent/caregiver, student, teacher satisfaction

In 2021, the school sought the opinions of parents, students and teachers about the school.

Teacher indicated;

Most teachers (>90%) strongly agreed that they:

- Know all students in their classes
- Use data to inform decisions
- Define learning expectations
- Acknowledge that the principal shares decisions
- Staff value time to collaborate with a focus on teaching and learning

Students indicated;

- 92% of K-6 students surveyed could name a key staff member as an advocate at school.
- 95% of students surveyed could state the school wide expectations for behaviour in all settings.
- 92% of students surveyed were able to state the school expectation of being a safe, reliable and responsible learners.
- All students surveyed indicated that they valued opportunities to be involved in their learning and provided with leadership activities.

Parents/Carers indicated:

- They value opportunities to meet with teachers to discuss the learning progress of their child.
- The opportunities provided to students, whilst working from home, were supportive and consistent.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.