

# 2021 Annual Report

## Coolamon Central School



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## Introduction

The Annual Report for 2021 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 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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Coolamon Central School

75 Methul St

Coolamon, 2701

<https://coolamon-c.schools.nsw.gov.au>

[coolamon-c.school@det.nsw.edu.au](mailto:coolamon-c.school@det.nsw.edu.au)

6927 3209

## School vision

Coolamon Central School works in partnership with parents to build a positive learning environment based on being respectful, being responsible, and being ready to learn. Our students are involved in collaborative learning, demonstrating an appreciation for diversity and nurturing inclusivity.

At Coolamon Central School our students are supported to become life-long reflective learners and resilient individuals who show initiative and take responsibility for their actions. Students are encouraged and supported to engage in leadership opportunities and have a voice in the school's educational journey.

Coolamon Central School staff are an effective educational team with a commitment to further develop their teaching practices to cater for an ever-changing learning environment, fostering student skills and supporting emotional development for lifelong success.

## School context

Coolamon Central School is located approximately 40km North West of Wagga Wagga in the Riverina on Wiradjuri land. It is a comprehensive K - 12 school with an enrolment of 330 students, including 9% Aboriginal students. Primary has seven staged classes, whilst Secondary are in staged cohorts in Years 7 to 10 and Years 11 and 12 are provided a broad curriculum driven by student needs. Our students come from diverse backgrounds, reflecting our large and varied catchment area.

The school strives to foster a proactive partnership with parents and the community in a rural environment and collaborates with its partner Primary schools. The wellbeing of all students and staff is a key focus. Coolamon Central School has a highly professional and enthusiastic staff. The school is well resourced with future orientated and modern technological facilities.

Coolamon Central School students are supported through strong wellbeing and learning initiatives. The school has a focus on quality differentiated teaching and learning through a broad range of flexible strategies and programs to cater for diverse student needs. All students are catered for in a mainstream learning environment with an emphasis on inclusivity, individual learning support and extension as required. Our students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and extra-curricular activities.

The school has evaluated its current practices and consulted with parents, staff, students and the Aboriginal Educational Consultative Group. From this, the school has identified that a focus on using assessment data to understand student progress, enhancing teacher quality and wellbeing is essential for ongoing school improvement.

The school will continue to evaluate our progress in supporting students based on our values of being respectful, responsible and ready to learn.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes all students reach or exceed their expected growth in reading and numeracy through explicit evidence based teaching informed by data.

### 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.

- Use of data to inform teaching practice
- Curriculum delivery

### Resources allocated to this strategic direction

**Socio-economic background:** \$132,370.00

**Literacy and numeracy intervention:** \$23,500.00

**Low level adjustment for disability:** \$111,806.00

**Aboriginal background:** \$10,500.00

**QTSS release:** \$19,400.00

**Professional learning:** \$12,500.00

### Summary of progress

Our focus for 2021 was on using data to inform teaching practice and enhancing our differentiation of curriculum delivery. This involved the implementation of the Numeracy Growth Team (NGT), the school's participation in the department's professional learning in the Leading, Evaluation, Evidence and Data (LEED) program, and a sustained and explicit focus on the use of data to inform teaching practice through the *What Works Best* professional learning series.

The Numeracy Growth Team, led by a system numeracy leader, has built the capacity of teachers to deliver rich, evidence based strategies and practices. The focus has been on the teaching and learning cycle where teachers have been supported to improve their practice in assessment, lesson design and delivery, and evaluation of their numeracy lessons. As a result of this, student needs have been identified and catered for and teacher expertise in designing high quality, engaging lessons has improved. This is further supported by the executive staff, who have engaged in rich professional learning as a part of the Leading, Evaluation, Evidence and Data (LEED) program. This has strengthened the executive team's skills and scope to provide more effective, purposeful and high impact strategies to improve student growth and achievement in literacy and numeracy.

The school identified the need to enhance our practices related to using data to inform teaching. All staff engaged in regular, sustained professional learning focused on the department's *What Works Best* resources to enhance their knowledge, understanding and application of evidence based practices to collect, monitor and inform student progress. As a result, teachers have developed a stronger capacity to effectively utilise and evaluate a range of data sources to inform teaching and learning. This professional learning and its application to teaching and learning was strongly supported by the explicit and research based strategies implemented through the NGT and LEED programs.

In 2022, our focus will be on embedding data informed practices and the teaching of numeracy, which will further support maximising student learning outcomes in reading and numeracy.

### 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
<b>Primary:</b> Percentage of students in the top two bands for reading increases by 2%	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (9%).
<b>Primary:</b>	NAPLAN scores indicate a decrease in the percentage of students in the top two bands for numeracy (6%).

Percentage of students in the top two bands for numeracy increases by 2%.	
<b>Secondary</b>  Percentage of students in the top two bands for reading increases by 3%.  Percentage of students in the top two bands for numeracy increases 3%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (1%) and a decrease in the percentage of students in the top two bands for numeracy (1%).
<b>Secondary:</b>  Percentage of students achieving expected growth in <b>reading</b> increases by 2%.  Percentage of students achieving expected growth in <b>numeracy</b> increases by 1%..	NAPLAN scores indicated the percentage of students achieving expected growth in reading remained steady indicating progress yet to be seen toward the lower bound target.  NAPLAN scores indicated the percentage of students achieving expected growth in numeracy increased by 5% indicating achievement of the system-negotiated target.
<b>HSC attainment</b>  Percentage of results in <b>Top 3 Bands HSC</b> increases by 3%.	HSC results indicated 43.6% of students attained results in the top three bands, demonstrating progress toward the lower bound target.

## Strategic Direction 2: Quality teaching practice

### Purpose

Continuous teacher growth and improvement is achieved through collaborative and measurable approaches to quality teaching, curriculum planning, assessment and delivery.

### 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.

- Collaboration
- High Expectations

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$4,380.00

**Location:** \$42,200.00

**Socio-economic background:** \$50,500.00

**Beginning teacher support:** \$14,845.00

**Professional learning:** \$12,000.00

**QTSS release:** \$10,000.00

**Low level adjustment for disability:** \$25,000.00

### Summary of progress

Our focus for 2021 was on increasing collaboration between staff through the provision of regularly dedicated time for collaborating with colleagues to plan, develop and refine teaching and learning programs. We also utilised evidence based strategies to enhance effective partnerships and respond to learning pathways to support individuals.

To support and improve collaboration in the school, staff in stage or learning area groups were provided with additional time to share practice on the use of learning intentions and success criteria. During this time, groups of teachers were guided by executive staff to implement the explicit teaching strategies to ensure practice was consistent across the school. In addition, The Performance Development Framework (PDP), which each staff member completes throughout the year, focused on individualising staff's implementation of the professional learning in their classrooms. As a result, all staff made significant gains in the use of explicit teaching approaches to ensure learning was focused and student needs were being addressed.

To support student learning, a high expectations culture continues to be a focus. The school is pursuing strategies to foster stronger partnerships with parents and the wider community. This is achieved through improved communication systems, clearer timelines and a commitment to involving all stakeholders in open dialogue. This focus also extends towards the ongoing goal of forging stronger relationships with our Aboriginal students, their parents, the community and local elders. We have continued to explore, expand and provide diverse opportunities for student pathways in response to individual student needs. This has involved consultation with parents and students in the identification of student aspirational goals, a more rigorous subject selection process leading into Stage 6, and the early identification of desired post schooling destinations of our students. As a result, a culture of high expectations is led and implemented by staff and more effectively acted upon by all students when they are able to view a greater relevance and significance to their education, as well as their cultural heritage.

Next year, our focus will be to further increase collaboration through more rigorous and effective collaboration strategies. The school also aims to create stronger ties with our Aboriginal community through effective communication and consultation to build even greater cultural pride in our students. There will continue to be a strong focus on student pathways for all students as they progress through school. Constant tweaking and improvements of our current pathways opportunities, systems and procedures will be determined by ongoing evaluation and refinement.

### 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
Baseline data from Tell Them From Me	The whole school "What Works Best" TPL program of one period per

relating to staff collaboration will be defined	fortnight has led to an increase and sharing of strategies and resources. Groups have presented on the successes of this collaboration.
<b>HSC Completion</b>  Successful completion of HSC and curriculum requirements will increase annually.	Exit outcomes for students leaving Coolamon Central reflect 85% of pre HSC leavers enter a significant pathway to future education towards employment.  100% of HSC students satisfactorily completed the minimum standards.
<b>Aboriginal HSC attainment</b>  Percentage of Aboriginal students obtaining their HSC while maintaining their cultural identity in the Narrandera network continues to increase.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 6.5%.



## Strategic Direction 3: Wellbeing for all

### Purpose

All members of the school community are able to engage with the school for a collective purpose to provide a safe, accepting learning environment that enables students to succeed.

### 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.

- Building resilience
- Staff wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$61,000.00

**Aboriginal background:** \$18,500.00

**Professional learning:** \$17,000.00

### Summary of progress

Our focus for 2021 was on embedding a strategic and planned approach to develop whole school wellbeing processes that support all students and staff in a K-12 setting.

To support a culture of resilience within our students we established and implemented a broad wellbeing team, whose structure was clearly defined. Led by the head teacher wellbeing, enhanced wellbeing structures and rewards were implemented. In addition, staff were provided with skills and strategies to positively engage with all students. To ensure that every student is known, valued and cared for, our school develops structured processes as through the school's wellbeing team and general wellbeing procedures to identify and understand individual student contexts and needs. The school has evaluated its attendance practices and implemented a rewards system to maximise and incentivise student attendance and engagement. As a result, the resilience of students is monitored and addressed, which has seen an improvement in attendance, engagement and on-task learning. Staff awareness of student individual contexts and needs has increased, resulting in enhancement of positive relationships.

Planned sessions to build staff relationships were held in a structured manner to promote collegiality and positive staff interactions.

In 2022, our focus will be on forging stronger partnerships across the school, ensuring consistent classroom management practices are utilised and continue to review and implement the student wellbeing procedures, so that every child is supported to achieve their personal best.

### 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
Percentage of students attending for greater than 90% of the time increases by 2% in secondary and primary.	<b>Secondary:</b>  The number of students attending greater than 90% of the time or more has increased by 13.39%  <b>Primary</b>  The number of students attending greater than 90% of the time or more has increased by 1%
Percentage of students demonstrate an increased sense of belonging, high expectations and advocacy increases by 1% in secondary and primary.	<b>Primary:</b>  Tell Them From Me data shows an improvement of 4.7% of reported positive wellbeing, including a 0% change in advocacy at school, 14%

<p>Percentage of students demonstrate an increased sense of belonging, high expectations and advocacy increases by 1% in secondary and primary.</p>	<p>increase in sense of belonging and 0% change in expectations of success.</p> <p><b>Secondary:</b></p> <p>Tell Them From Me data shows a decrease of reported positive wellbeing, including a 1% in advocacy at school, 2% decrease in sense of belonging and a 1% decrease in expectations of success.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$390,548.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coolamon Central 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 assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students on Integration Funding have Personalised Learning and Support Plans which addressed their needs and this is reviewed regularly.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to use this funding to support targeted students and those in need of additional educational assistance.</p>
<p>Socio-economic background</p> <p>\$243,870.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coolamon Central 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>• Use of data to inform teaching practice</li> <li>• Curriculum delivery</li> <li>• Collaboration</li> <li>• High Expectations</li> <li>• Building resilience</li> <li>• Staff wellbeing</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 additional staff to support the "What Works Best" professional learning program implementation.</li> <li>• Provide economic support for students requiring assistance with educational activities, uniform, equipment, regular breakfast and other activities.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to implement reading and numeracy interventions to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all students having equitable access to curriculum, wellbeing systems and technology. It also resulted in staff refining their teaching practices in relation to the school's needs and context, as well as students' individual learning requirements, such as differentiation and access to curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to build on the student learning programs developed this year. Ongoing professional learning for our teachers, LAST's and Student Support Officers will continue in order to support and increase academic growth in targeted students.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coolamon Central School. Funds under this</p>

<p>\$29,000.00</p>	<p>equity loading have been targeted to ensure that the performance of 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>• Curriculum delivery</li> <li>• Building resilience</li> <li>• Staff wellbeing</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 an additional staff member to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> engagement and attendance of Aboriginal students has shown measurable growth as evidenced in TTFM surveys and external assessment. The employment of an additional teacher to support Aboriginal students' wellbeing and academic progress has resulted in greater engagement and improved academic outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to increase Aboriginal families engaging with the PLP process through the provision of external support mechanisms. The school will also invest in programs and human resources to increase and build cultural awareness, as well as further promoting cultural safety at school.</p>
<p>Low level adjustment for disability</p> <p>\$136,806.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coolamon Central 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>• Use of data to inform teaching practice</li> <li>• Curriculum delivery</li> <li>• High Expectations</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the increase of Learning and Support Teachers in both the primary and secondary schools has allowed these teachers to access and provide literacy and numeracy support to an increased number of students. This has increased individual student engagement and educational outcomes. The school achieved a more consistent approach to student learning support and interventions with an increased number of Learning and Support Teachers, learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will</p>

Low level adjustment for disability \$136,806.00	provide additional support for identified students through the employment of trained SLSOs.
Location \$42,200.00	<p>The location funding allocation is provided to Coolamon Central 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>• Collaboration</li> <li>• High Expectations</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>• technology resources to increase student engagement</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> opportunities for students to access a greater variety of technology to support their learning. In addition, students have demonstrated greater engagement as a result of the technological expansion and revamped learning spaces.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to develop and deliver professional learning open to staff supporting the upskilling of skills to most effectively utilise technology in the classroom. Funding will also continue to be used for subsidising student excursions to overcome the costs associated with isolation.</p>
QTSS release \$29,400.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coolamon Central 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>• Curriculum delivery</li> <li>• Collaboration</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> assistant principals being able to more effectively support staff to identify and target student learning needs. Furthermore, assistant principals utilise this time to improve teacher capacity, teaching and learning programs, and student wellbeing. In addition, professional learning allocation periods for all staff has allowed them to gain a deep knowledge and understanding of researched based teaching and learning strategies, which are now being embedded in classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to continue assistant principal additional release time, as well as strengthen structures around the professional learning model through time, resources and refinement.</p>
Literacy and numeracy intervention \$23,500.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coolamon Central School who may be at risk of not meeting minimum standards.

<p>Literacy and numeracy intervention</p> <p>\$23,500.00</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>• Use of data to inform teaching practice</li> <li>• Curriculum delivery</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 additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved student results in internal and external assessment. Far more students were successful in achieving their HSC Minimum Standards in their first attempt when compared to previous years. Those that didn't had greater access to support programs and assistance provided by the LaST. The additional teacher has also resulted in targeted students demonstrating growth through the benefit of the delivery of literacy and numeracy in small group settings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school no longer receives these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$166,183.00</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>• providing intensive small group tuition for identified students who were requiring literacy and numeracy support after the impacts of remote learning.</li> <li>• releasing staff to analyse school and student data to identify, monitor and evaluate student progress.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the majority of students in the program achieving significant progress towards their personal learning goals. Students indicated positive response to tutoring and increase confidence and understanding of their focus areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the implementation of literacy and numeracy small group tuition using school and system data to identify specific student needs.</p>
<p>Literacy and numeracy</p> <p>\$4,380.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coolamon Central 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>• Collaboration</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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul>

<p>Literacy and numeracy</p> <p>\$4,380.00</p>	<ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Significant development in teachers' deep knowledge and understanding of research based strategies and programs to improve student growth in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school no longer receives these funds from the beginning of 2022.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	137	139	148	135
Girls	169	165	172	179

### 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.



## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	91.1	94.6	93.7
1	92.2	92.1	93	90.8
2	91.2	92.9	93.1	90.9
3	92	91.7	95.4	93.9
4	92.4	92.2	94.9	91.8
5	92.9	92.1	94	90.9
6	93	95.2	92.8	89.7
7	90.1	91.4	95.2	88.9
8	90.3	86.5	89.5	90.8
9	87.6	87.3	90.3	84.7
10	82.9	85.8	88.2	82.1
11	74.5	88.6	91.1	85.5
12	87.3	93.1	83.8	86.8
All Years	89.2	90.3	91.9	89.1
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	5	14	6
Employment	12	22	38
TAFE entry	12	0	7
University Entry	0	0	25
Other	56	50	24
Unknown	5	14	0

The school was very successful in assisting the majority of its early leavers in gaining apprenticeships or traineeships:

- 56% Year 10
- 50% Year 11
- 24% Year 12

### Year 12 students undertaking vocational or trade training

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57.14% of Year 12 students at Coolamon Central School undertook vocational education and training in 2021.

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

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94.4% of all Year 12 students at Coolamon Central School expected to complete Year 12 in 2021 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)	20.6
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 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	776,079
<b>Revenue</b>	6,148,551
Appropriation	6,080,514
Sale of Goods and Services	5,317
Grants and contributions	50,656
Investment income	219
Other revenue	11,846
<b>Expenses</b>	-6,301,163
Employee related	-5,215,162
Operating expenses	-1,086,001
<b>Surplus / deficit for the year</b>	-152,611
<b>Closing Balance</b>	623,468

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>	426,936
<b>Equity Total</b>	409,790
Equity - Aboriginal	29,016
Equity - Socio-economic	243,875
Equity - Language	0
Equity - Disability	136,899
<b>Base Total</b>	4,198,472
Base - Per Capita	78,885
Base - Location	42,229
Base - Other	4,077,357
<b>Other Total</b>	528,175
<b>Grand Total</b>	5,563,373

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

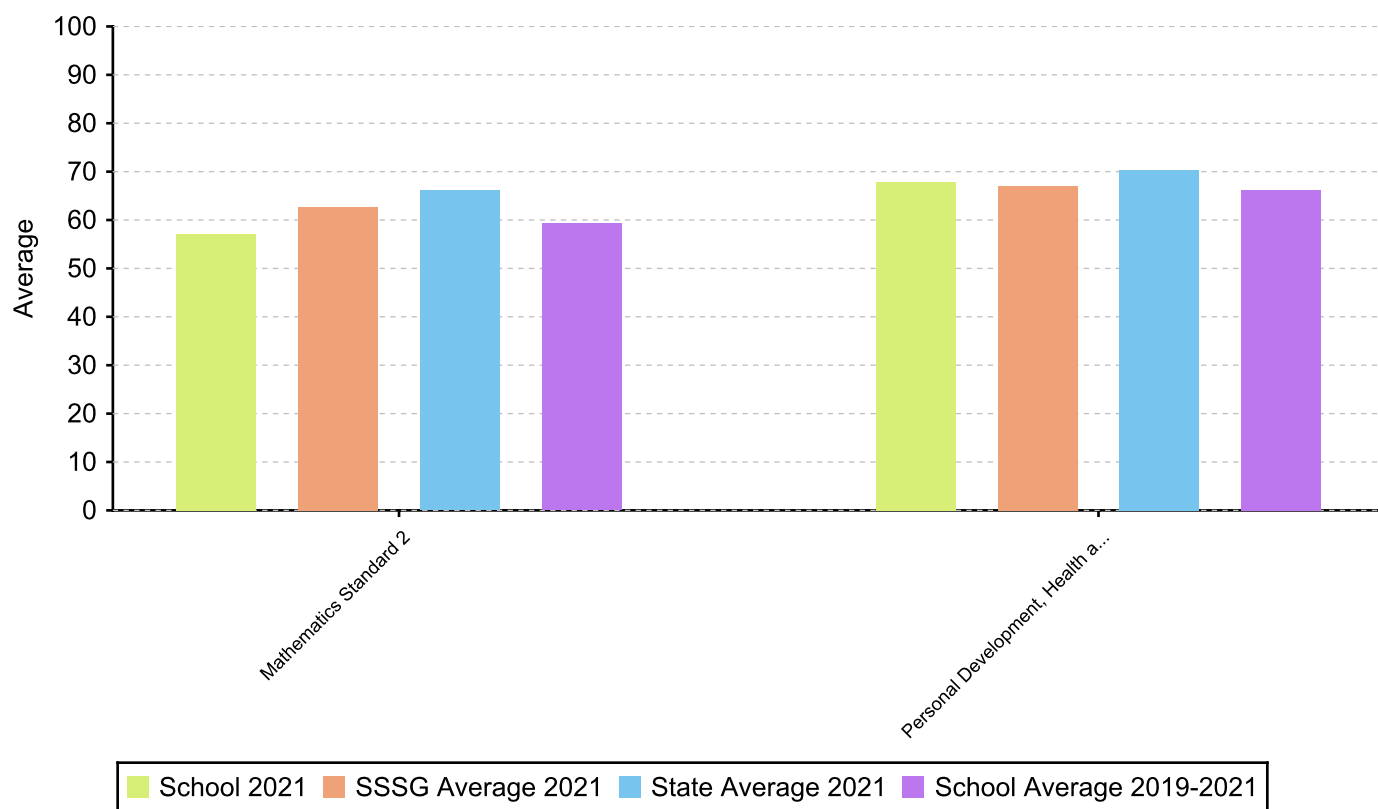
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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.



Subject	School 2021	SSSG	State	School Average 2019-2021
Mathematics Standard 2	57.1	62.6	66.1	59.3
Personal Development, Health and Physical Education	67.9	67.0	70.3	66.2



## Parent/caregiver, student, teacher satisfaction

Our schools seeks feedback from our stakeholders, the information below has been taken from Tell Them From Me survey:

### Primary Snapshot

- students' sense of belonging has increased
- instances of bullying have decreased
- student perseverance has increased
- advocacy and positive learning climate have remained stable

### Student comments:

*I know I am achieving success in the classroom when*

*"I make goals and get them done on time."*

*"I'm reaching my goals and i can tell I reached it. The teachers tell me when I'm achieving my goals."*

### Secondary Snapshot

- positive behaviour has increased
- bullying has increased and students' sense of belonging has slightly decreased
- student aspiration to study at university have decreased and those wanting to pursue a trade have increased
- student academic outcomes have remained relatively steady

### Student comments:

*"I often ask questions (to both teachers and my fellow classmates) about my work, and this helps me to know when I am doing well/achieving success in the classroom. The feedback I receive from teachers also allow me to further improve my learning."*

*"I know I am being successful in class when I feel confident with my work and I am ok with sharing it with others to the extent of being an example. I usually feel proud of my work and if not, I usually make myself try harder next time."*

### Staff Snapshot

- teachers collaborate with each other about strategies that increase student engagement
- teachers set high expectations for student learning
- teachers use assessments to help understand where students are having difficulty, to inform lesson planning and to give students feedback
- teachers establish clear expectations for classroom behaviour and strive to understand the learning needs of students with special learning needs

### Teacher Feedback on Teacher Professional Learning

*"The explicit teaching module (undertaken this year) has been beneficial to my learning. It has helped me set clear learning outcomes for the lesson and the criteria that makes them successful. This has been a positive strategy across the whole school as it is embedded in most classrooms. Therefore, if a student from my class walked into another, they would not be confused or overwhelmed by these concepts."*

An improvement in student learning outcomes that has taken place because of the professional learning undertaken this year has been that *"students are better able to articulate what they are doing, why they are doing it and where they are heading to. It has opened up the conversation with students about their learning in a more positive way. I feel the structure of my lessons has improved as well."*

### Parents note

- school staff take an active role in making sure all students are included in school activities
- their child is encouraged to do his or her best work
- reports on student progress are written in terms parents understand
- the school's administrative staff are helpful when they have a question or problem

# 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.