

2021 Annual Report

Coolongolook Public School



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Introduction

The Annual Report for 2021 is provided to the community of Coolongolook 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.

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School vision

Coolongolook Public School is a place where every student has the opportunity to improve and realise their personal best every day. The whole school community fosters high expectations for our students to achieve excellence in all areas. Our school core values of 'respectful, safe and switched on' underpin all that we do. The school promotes a culture of continuous improvement through innovative teaching, collaboration and inspired learning. We aim to build resilient, creative and confident students who are engaged and challenged to learn, having strong foundations in literacy and numeracy for future success.

School context

Coolongolook Public School has an enrolment of 28 students, which includes 17 boys, 11 girls, 5 Aboriginal and 2 out of home care students. Our school is located on the Mid North Coast of NSW and is a focal point of the small rural community it has served since 1883. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students, families and the wider community ensures our school maintains a high standard of success in a respectful, safe and switched on learning environment.

Our staffing allocation allows for two classes, where our dedicated teachers are able to differentiate and customise learning for individual students. The classes are supported by a Learning Support Teacher who assists identified students with individual learning programs. Both classrooms are also supported by Student Learning Support Officers who implement and monitor specific learning programs.

Staff members participate in relevant professional learning ensuring students are engaged in current, evidence based quality learning. Teacher professional learning is strengthened by an Instructional Leader who provides training and support in current research based curriculum delivery.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan. These include curriculum planning, explicit teaching and data skills and use.

The school offers many extra-curricular activities including sport, art and a music program which includes individual, small group and whole class lessons.

Every member of our school community is known, valued and cared for at Coolongolook Public School.



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

Strategic Direction 1: Student growth and attainment

Purpose

To strengthen student knowledge and improve academic outcomes in literacy and numeracy by implementing whole school processes for collecting and analysing data that closely track student progress and inform targeted teaching. We will build teacher capacity and efficacy through evidence based professional learning and collaboration within and across school settings.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$2,579.37

Professional learning: \$3,649.45

QTSS release: \$3,621.07

Summary of progress

In Reading, we continue to move towards our target to meet expected growth and increase the amount of students achieving in the top two bands. Working toward these goals, teachers implemented Close Reading (CR) in 2021. All staff participated in regular Professional Learning which focused on all components of this pedagogy. We will continue our Professional Learning journey in 2022 and focus on consistently implementing Close Reading with the aim of embedding this instruction as part of our practice. Moving forward, we will use the DET's universal resources hub for additional support in teaching students comprehension and the understanding of texts.

In Numeracy, all teachers have been analysing and using data to drive programming and teaching. Staff were introduced to a new assessment tool, Essential Assessment. This tool along with other data collection was regularly analysed in data conversations with the Instructional Leader to reflect on student progress and cater to individual needs. As a result of improved data analysis we met the numeracy growth target and continue to exceed the Great Lakes Small Schools Network targets for students achieving in the top two bands for numeracy. Number Talks, Success Criteria and Learning Intentions will continue to be implemented in 2022 with added focus on Learning Walks and the Traffic Light system. A combined school Professional Development Goal focusing on effective communication will continue for teaching staff in 2022.

The school has achieved our 2021 target of 'delivering' and is well on the way to meeting 'Sustaining and Growing' in the area of Data Skills and Use. The theme of 'Data use in planning' continues to be an area for focus in 2022. Improvement plans have been created to engage the school community to reflect on student progress and achievement data, which will include joint development of goals to improve student learning.

Due to a disrupted 2021 learning cycle, our target around attendance was not achieved. We will continue to support our families to improve attendance in 2022.

When reflecting on Effective Classroom Practice, Lesson Planning, the school is delivering in this theme. Teachers are effectively using Close Reading and Guided Reading data to inform planning but further focus needs to be given to data driven practices when planning in literacy.

Essential Assessment is an embedded tool to inform our data driven practice in numeracy. All students years one to six, have baseline data in all number areas. Analysis of data on the areas of 'Measurement and Geometry' and 'Statistics and Probability' resulted in a reallocation of future focus to these areas.

Additional findings show the school is displaying growth in the areas of numeracy, grammar and punctuation. The SIP will be adjusted to include writing and spelling, joining reading as a focus for 22 and beyond.

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"> Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Great Lakes Small Schools Network target baseline of 28.8%. Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated Great Lakes Small Schools Network target baseline of 14.7%. 	<p>The percentage of students in the top two bands in reading was 20%, which was below the Great Lakes Small School Network target of 28.8%. In numeracy, the percentage of students in the top two bands was 20%, which was above the target of 14.7%.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above that of the system negotiated baseline target of 60%.</p>	<p>In NAPLAN reading, 42% of students achieved expected growth, which was below the target of 60%.</p>
<p>School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Data Skills and Use' indicates the school is maintaining 'Delivering' and moving towards 'Sustaining and Growing'.</p>	<p>Self-assessment against the School Excellence Framework in 'Data Skills and Use' is consistent with achievement at 'Delivering' and moving towards 'Sustaining and Growing' level.</p>
<p>A minimum of 72% of students will attend 90% of the time (18 of 25 students).</p>	<p>The attendance rate for the 2021 school year is 54.5%, which is the same as state and similar schools. Conversations around the decline in student attendance across the board is believed to be a result of Covid.</p>
<p>System negotiated target</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above that of the system negotiated baseline target of 60%.</p>	<p>In NAPLAN numeracy, 60% of students achieved expected growth, which was the system negotiated target.</p>
<p>School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Effective Classroom Practice', in the theme of 'Lesson Planning', indicates the school is maintaining 'Delivering' and moving towards 'Sustaining and Growing'.</p>	<p>Self-assessment against the School Excellence Framework in 'Effective Classroom Practice' in the theme of 'Lesson Planning', is consistent with achievement at 'Delivering' and moving towards 'Sustaining and Growing'.</p>
<p>NAPLAN Value-Add</p> <p>Scout Value Add reports are maintained at:</p> <p>K-3 - Delivering</p> <p>3-5 and 5-7 - Delivering</p>	<p>SCOUT data indicates the Value Add data for K-3, 3-5 and 5-7 remains at 'delivering'.</p>
<p>At least 70% of students in K-6 achieve or exceed expected levels in the two identified areas of:</p> <ul style="list-style-type: none"> Quantifying Numbers 	<p>Due to COVID disruptions throughout the year, including attendance and assessment schedules, more data was needed to accurately analyse student achievement in the identified areas of PLAN2. This will be a focus of 2022.</p>

<ul style="list-style-type: none"> • Understanding Texts 	
<p>PAT</p> <p>60% of Year 2-6 students achieve or exceed expected growth of 0.4 effect size using the PAT assessments in Comprehension, Vocabulary and Numeracy.</p>	<p>PAT assessments were administered twice during the year however due to COVID disruptions including attendance and assessment schedules, not enough data was collected to analyse correctly.</p>
<p>Essential Assessment</p> <p>All students in Year 1-6 have baseline data in Essential Assessment - whole number, addition and subtraction, and multiplication and division.</p>	<p>All students in Year 1-6 have baseline data in Essential Assessment - whole number, addition and subtraction, and multiplication and division. 2022 planning will include fractions and decimals, patterns and algebra and strands of measurement, geometry, probability and statistics.</p>



Strategic Direction 2: Quality Teaching and Learning

Purpose

To embed a high quality whole school approach to curriculum provision and evidence based practice, that provides differentiated, optimised learning for all students across a full range of abilities.

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.

- Curriculum Planning and Delivery
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$1,600.00

QTSS release: \$1,200.00

Aboriginal background: \$600.12

Literacy and numeracy: \$600.00

Professional learning: \$1,000.00

Summary of progress

During 2021, there was a move towards collaborative programming in literacy and numeracy. Time was allocated for staff to share expertise and work together to create engaging data driven programs to meet student needs. Program sharing and observations of 'Close Reading' were regular practice and time was allocated for the Instructional Leader and classroom teacher to reflect on lesson outcomes. Ongoing professional learning was also undertaken by staff to revise evidence based practice in reading and comprehension. During 2022, focus will move to embedding Close Reading as a tool to address student need in reading. Visible Learning, focusing on learning intentions, success criteria and number talks, was a whole school direction which resulted in positive staff feedback when reflecting on the effectiveness of lessons. A continued focus will be given to building on teacher confidence in Visible Learning pedagogy when moving forward. Teachers were introduced to the new DOE evidence-based hub. 2022 professional learning will continue to highlight the importance of this resource.

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
School self-assessment and external validation against the School Excellence Framework in the learning domain element of 'Curriculum' indicates the school is maintaining 'Delivering' and moving towards 'Sustaining and Growing'.	Self-assessment against the School Excellence Framework in 'Curriculum' is consistent with achievement at 'Delivering' and moving towards 'Sustaining and Growing' level.
School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Effective Classroom Practice', in the theme of 'Explicit teaching', indicates the school is maintaining 'Delivering' and moving towards 'Sustaining and Growing'.	Self-assessment against the School Excellence Framework in 'Effective Classroom Practice' in the theme of 'Explicit Teaching' is consistent with achievement at 'Delivering' and moving towards 'Sustaining and Growing' level.
100% of staff will be achieving at level 3 in best practice in Effective Feedback in the What Works Best (WWB) toolkit.	Further focus on Effective Feedback will be a focus for 2022.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,865.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coolongolook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The SLSOs have sourced and created necessary resources to support student learning, progress and achievement. Identified students were supported to reach and re-assess their learning goals. Individual programs were designed in collaboration with the class teachers and learning goals were set for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The more in-depth and consistent use of PLaN2 to design and monitor next steps in learning.</p>
<p>Socio-economic background</p> <p>\$69,689.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coolongolook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Curriculum Planning and Delivery • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities • employment of additional staff to support teacher professional development and implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Small group differentiated learning in literacy and numeracy across the school. Parents collaborated with teachers and their child in establishing individual learning goals. An SLSO was also employed to support teaching and learning in both classrooms. Funds were also allocated for families in need of financial support. This resulted in the inclusions of all students during school activities including excursions, school supplies and uniforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to involve parents/carers in the development of individual learning goals. Depending on future enrolment numbers and funding, priority will be given to a continuation of small group learning.</p>
<p>Aboriginal background</p> <p>\$6,150.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coolongolook Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$6,150.12</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in: Teachers prioritising Aboriginal perspectives to their lessons ensuring connection to culture. At the cultural/NAIDOC celebration, students were immersed in cultural learning including dance, art, food and storytelling, supporting the development of a better understanding of the Aboriginal and Torres Strait Islander culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: To reconnect with the local Aboriginal community in order to strengthen and build on current relationships, respect for culture and continue to develop knowledge and use Gathang language.</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 Coolongolook Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Improved confidence and understanding of literacy and numeracy learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the student leaving, the school currently has no enrolments needing this level of support.</p>
<p>Low level adjustment for disability</p> <p>\$27,870.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Coolongolook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$27,870.21</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • support for students with Individual Learning Plans <p>The allocation of this funding has resulted in: Students with high learning needs were supported with individual, specific programs to enable them to make progress from their point of need. Support for these students enable them to succeed in reaching their learning goals through differentiated lessons in class.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to utilise this funding to support specific student learning needs.</p>
<p>Location</p> <p>\$2,442.22</p>	<p>The location funding allocation is provided to Coolongolook Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Students having access to engage in incursions so that they can learn from experts in various fields. Technology was also enhanced to enable online participation in incursions, online subscriptions and assessment tools.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support students with financial assistance where needed, to enable inclusion in excursions. Funds can also be used to support teachers to participate in professional learning that may require travel or overnight expenses.</p>
<p>Literacy and numeracy</p> <p>\$3,179.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coolongolook Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Staff were able to assess student progress and analyse data more effectively, in order to drive the next steps in learning for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward, staff will continue to build capacity and knowledge of Essential Assessment.</p>
<p>Early Action for Success (EAfS)</p> <p>\$58,759.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coolongolook Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p>

<p>Early Action for Success (EAfS)</p> <p>\$58,759.38</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: The embedding of evidence-based practice in both literacy and numeracy through analysing data for teaching and learning, staff professional learning and programming support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to upskill teachers in evidence-based practices in both literacy and numeracy to ensure students are provided with the best learning opportunities.</p>
<p>QTSS release</p> <p>\$4,821.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coolongolook Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Staff were able to assess student progress and analyse data more effectively, in order to drive the next steps in learning for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving forward, all staff will continue to build capacity and knowledge of Essential Assessment.</p>
<p>COVID ILSP</p> <p>\$24,583.29</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were disadvantaged by remote/flexible learning during the COVID pandemic.

COVID ILSP

\$24,583.29

The allocation of this funding has resulted in:

Students being identified using data to participate in programs to meet their specific needs. PLAN2 focus groups were developed to track student growth and drive next steps in student learning.

After evaluation, the next steps to support our students with this funding will be:

Systematic communication informing parents of student needs, goals and progress should be taken into consideration moving forward.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	14	9	19
Girls	18	15	12	12

Student attendance profile

School				
Year	2018	2019	2020	2021
K	63.6	88.7	39.9	94.5
1	85.7	71	84.9	87.8
2	92.6	89.4	48.9	91.9
3	85.9	94.4	85	12.3
4	93.9	86.5	93.5	85.9
5	78.9	94.6	80.7	93
6	85.7	82.2	88.2	79.4
All Years	85.9	89.3	83.6	85.5
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

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.61
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	158,656
Revenue	752,618
Appropriation	746,258
Sale of Goods and Services	1,083
Grants and contributions	5,156
Investment income	121
Expenses	-697,438
Employee related	-618,226
Operating expenses	-79,212
Surplus / deficit for the year	55,180
Closing Balance	213,836

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	42,865
Equity Total	106,110
Equity - Aboriginal	6,150
Equity - Socio-economic	69,690
Equity - Language	2,400
Equity - Disability	27,870
Base Total	379,540
Base - Per Capita	5,177
Base - Location	2,442
Base - Other	371,921
Other Total	70,781
Grand Total	599,297

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



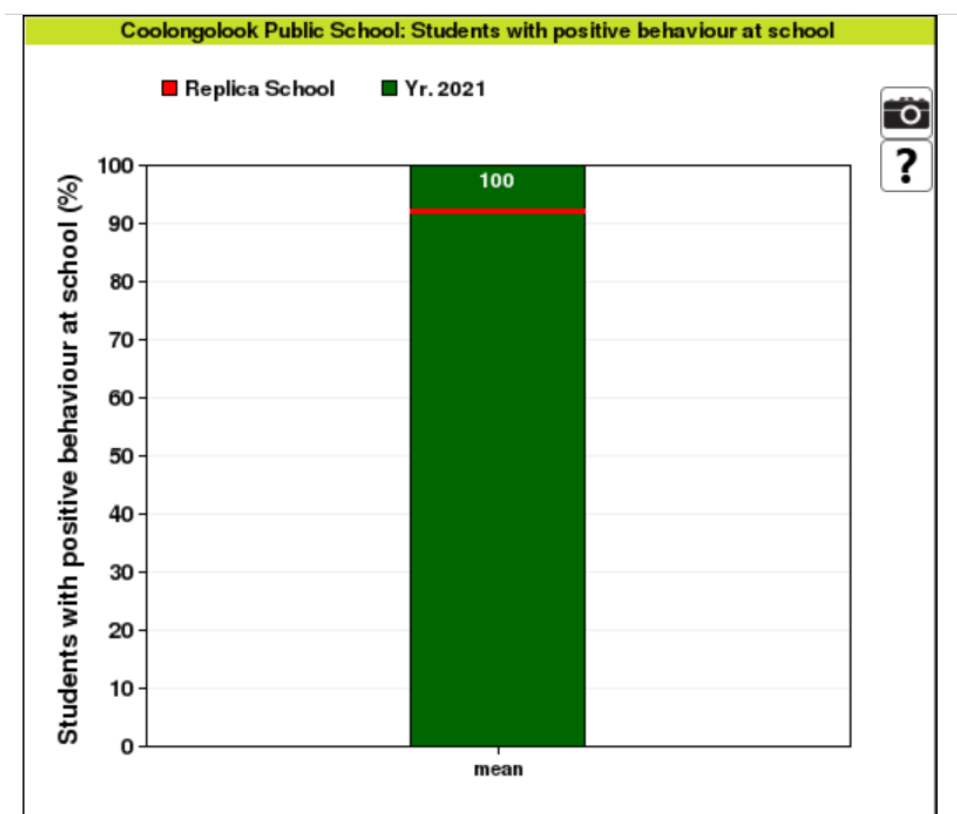
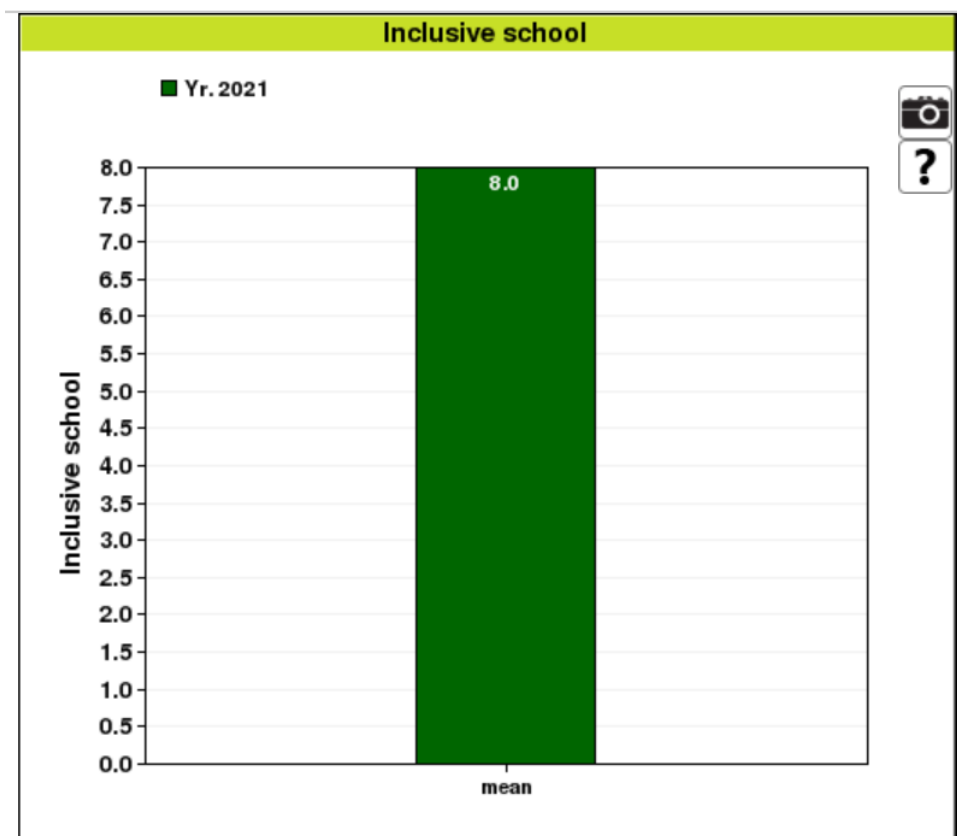
School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Coolongolook Public School remains respected and valued by all in the local community. Parent/caregiver, student and teacher surveys indicate positive attitudes toward the schools efforts to support learning. In the Tell Them From Me surveys, 93% of students reported a positive sense of belonging and 100% of students indicated they felt Coolongolook PS encouraged positive behaviour and schooling outcomes. The parent survey highlighted families are well informed, the school is inclusive and that the school encourages and supports positive behaviour. Teacher satisfaction was high with all teachers reporting positive wellbeing despite the pressures created by COVID 19 restrictions. Teachers reported this was due to capable, caring leadership during the year.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.

