

# 2021 Annual Report

## Coraki Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Coraki Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Coraki Public School

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## School vision

Coraki Public School's vision is to ensure all students are supported to maximise their learning outcomes. Staff will deliver high quality, explicit teaching practice driven by student data. The individual learning needs of each child are the focus of all staff practice.

The whole school community is in partnership to support each child. Collaborative practices of all stakeholders is visible through the pride, sense of belonging and attitudes to learning demonstrated by all people.

We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

## School context

Coraki Public School, with a current enrolment of 37 students, which includes 40% Aboriginal students and a Transition class two days a week. It is a rural school on the Far North Coast, just south of the city of Lismore. The school offers a comprehensive education for all students K-6. Students Literacy and Numeracy is a focus and is supported by the Departments Early Action for Success initiative and employs an Instructional Leader. Students access a wide range of Positive Behaviour for Learning strategies which focus on the teaching of explicit behaviours in all settings.

We celebrate our diversity and are inclusive of culturally respectful practices, including Stronger Smarter and 8 Ways pedagogy. We engage in all sporting opportunities and provide a comprehensive daily fitness program.

Coraki Public School has undertaken a thorough Situational Analysis and has determined the Strategic Directions and Initiatives that will carry the school forward to 2024. These will be focused on student growth and attainment being supported by data driven practice and quality teaching pedagogy. Student's well being and attendance will be supported through innovative, engaging and well supported strategies. The building of strong foundations with community will ensure the transition points of each child's learning journey are well supported and enhanced whilst the active participation and engagement of the community into school life will bring a richness of experiences to all.

## 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                             | Delivering                 |
| LEARNING: Wellbeing                                    | Delivering                 |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Delivering                 |
| LEARNING: Reporting                                    | Delivering                 |
| LEARNING: Student performance measures                 | Delivering                 |
| TEACHING: Effective classroom practice                 | Working towards Delivering |
| TEACHING: Data skills and use                          | Working towards 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

To improve the growth and performance of each individual student, resulting in success for all. To develop and maintain a school wide learning culture that recognizes and responds to unique and individual student needs.

### 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.

- Data Driven Practices
- Quality Teaching

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,350.00  
**Early Action for Success (EAFs):** \$102,978.00  
**Low level adjustment for disability:** \$81,036.24  
**Aboriginal background:** \$81,061.00  
**Integration funding support:** \$37,712.00  
**Socio-economic background:** \$110,811.00  
**Literacy and numeracy intervention:** \$23,544.78  
**QTSS release:** \$8,633.00  
**Professional learning:** \$6,200.00

### Summary of progress

Through our analysis of the data we found that the the internal data was not reflected in the external data. The need for consistency was evident. An assessment schedule was developed reflecting consistent practices for data collection across all stages. Inconsistent attendance due to lockdowns impacted the effectiveness of this. Staff changes at the end of Term 1 also lead to the need for consistent systems in data collection. Staff movement saw the school without an Instructional Leader until the end of Term 3. The Instructional Leader was responsible for ensuring Plan 2 data was entered and began learning conversations to establish her understanding of the school context. This resulted in PLAN 2 data being entered each 5 weeks and reflective conversations regarding students progress completed.

Quality Teaching this year focused on teachers delivering the NESA required hours of all curriculum areas. Programs were supervised each term with constructive feedback delivered in print for Term 1 and verbal conversations after that. The Instructional leader established learning conversations in Term 4 with each staff member with release time allocated to this process. Modelled teaching sessions were completed in the Early Stage 1 and Stage 1 classroom, demonstrating the use of the Heggarty program and decodable texts.

The implication for 2022 will be further development of assessment scope and sequence , use of data tools(Rubrics etc) to show evidence of the learning. Professional learning in the new syllabi for K-2 will be planned. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning. Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

### 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  |
|---|---|
| The proportion of students achieving in the Top 2 bands NAPLAN Reading is working towards the system negotiated lower bound target. | The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has exceeded the upper bound system negotiated target. |
|   |   |

|   |  |
|---|--|
| <p>The proportion of students achieving in the Top 2 bands NAPLAN Numeracy is working towards the system negotiated lower bound target.</p>   | <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has exceeded the upper bound system negotiated target.</p>  |
| <p>The proportion of students achieving growth in NAPLAN Reading progresses towards meeting the system negotiated lower bound target.</p>   | <p>The proportion of Year 5 students achieving expected growth in NAPLAN reading is progressing beyond negotiated lower bound target.</p>  |
| <p>The proportion of students achieving growth in NAPLAN Numeracy progresses towards meeting the system negotiated lower bound target.</p>  | <p>The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy is progressing beyond negotiated lower bound target.</p>   |
| <p>The school self-assesses at the Delivering level of the Data Skills and Use element in the Teaching Domain of the School Excellence Framework, with all themes at Delivering or above.</p> | <p>Self-assessment against the School Excellence framework shows the school staff performing at Working Towards Delivering in the element of data skills and use, with all the themes reflecting this.</p> |

## Strategic Direction 2: Wellbeing

### Purpose

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To improve the sense of belonging, advocacy and expectation of success of all students and staff by establishing a positive culture where everyone feels safe, respectful and responsible.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### 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.

- Engagement
- Belonging

### Resources allocated to this strategic direction

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**Socio-economic background:** \$36,000.00

**Location:** \$5,271.00

**Professional learning:** \$2,722.00

### Summary of progress

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The school worked hard in 2021 to support the wellbeing of all of our students, staff and parents or caregivers. We initiated discussions with the Home School Liaison Team to establish protocols to engage families with regular attendance. This saw the development of an attendance policy for the school which supports staff with flowcharts, protocols and strategies to increase student attendance. Clear and consistent documentation of contact is included. The Aboriginal Education Officer was included in this process and has played a pivotal role in increasing attendance and connecting with community. This has resulted in parents who have not previously engaged with the school, when their child was absent, making contact and communicating reasons for absences and discussing possible ways to improve attendance for their child. Some of the strategies utilised in this initiative have been the Personalised Learning Plan (PLP) process for all students, or goal setting and staff having a very clear understanding of all students, Clubs on a Friday, which entails a variety of interest based activities, which change each week. A canteen operates 5 days a week as does the breakfast club. There is no cost to students for this and the food is wide and varied. We do "no cost treat days", which are random throughout the term as a reward for those students who have attended consistently. We had planned a community BBQ each term, which was initially attended with 60% of parents. This has been greatly impacted by the pandemic as have the assemblies. We held these whenever we could throughout the year to encourage community involvement, ensuring we followed Covid protocols. We initiated assemblies, book parades and Easter hat parades along the front of the school and encouraged families to stand on the footpath outside the school ground so could be involved. The Mums and Bubs yarn up was established as a weekly event and this was patronised consistently by some families until lock down.

Positive Behaviour for Learning lessons were initiated, but due to low attendance and lockdowns the implementation stalled. The expectations are prominent, as are the free and frequent acknowledgement system, responding to inappropriate behaviour and the collection of data. data collected was reviewed on SENTRAL and now aligns with the PBL consistency guide. Daily Fitness continued, however this year the NSW Education Department's Sports Unit came on board with lesson plans and units of work for the school to utilise. PL was undertaken remotely, which saw an alignment of our delivery with the Personal Development, Health and Physical Education syllabus and an upskilling of all staff. This has seen an increase in students participation in sport related activities, where 100% of students engage in some form of physical activity each day.

All of the initiatives above have been heavily impacted by the lockdowns.

In 2022, we will be refining all of these initiatives and reintroducing them. The weekly Yarn up will be opened up to all the Community and Pre-school staff to capture a wide audience and show off our school, while connecting and developing a sense of engagement and belonging. The assemblies will return along with parental involvement in Friday Clubs and volunteering opportunities. A gardening group will be established and the idea from paddock to plate established in our canteen. The canteen will feature more opportunities to have treat days and this will be supported by our local community. PBL will be implemented with fidelity and an official relaunch will be planned. Community BBQs will be re-established and parental involvement encouraged. Bunnings activity officers will be enlisted to support the school with the establishment of a chicken coup, vegetable garden and the re-establishment of the bush tucker garden. A student Voice will be created with our student leader team and a P&C will be initiated. Culturally significant days will be honoured

and community will be formally invited . Aboriginal Dance groups will be re established and encouraged to celebrate their creativeness. Attendance will continue to be monitored consistently and prompt responses to all absences will be followed up.

### **Progress towards achieving improvement measures**

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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.

| <b>Annual progress measure</b>   | <b>Progress towards achievement</b>   |
|--|---|
| By the end of 2021, the annual school wellbeing survey measuring advocacy, belonging and learning expectations, shows an uplift of 2+% points from the baseline data.        | The annual school wellbeing survey measuring advocacy, belonging and learning expectations, did not progress beyond the baseline data indicating progress yet to be seen toward the lower bound target. |
| By the end of 2021, the proportion of students attending school more than 90% of the time shows an uplift of 9% points from the system baseline of 46.5%.                    | The number of students attending greater than 90% of the time or more has decreased to 22.4% and progress is yet to progress towards the system negotiated lower bound target.                          |
| The school self-assesses at the Delivering level of the Wellbeing element in the Teaching Domain of the School Excellence Framework, with all themes at Delivering or above. | Self-assessment against the School Excellence Framework shows the school currently performing at Delivering within the element of Wellbeing, with all themes within reflecting this.                    |



| Funding sources                                      | Impact achieved this year  |
|--|--|
| <p>Socio-economic background</p> <p>\$146,811.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coraki 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>• Quality Teaching</li> <li>• Engagement</li> <li>• Belonging</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 Positive Behaviour for Learning and PLPs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> Year 5 NAPLAN results show targets achieved for 2021.<br/> Community engagement has been inconsistent due to Covid-19 restrictions, but the additional staff time has enabled communication to take place via phone, emails, texts and the Learning HUB.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets., through L&amp;ST protocols and Covid-19 teacher programs implementation. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will prioritise time for parent meetings for PLPs for all students and allocate time to monitor attendance systematically.</p> |
| <p>Aboriginal background</p> <p>\$81,061.00</p>      | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coraki Public School. Funds under this 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>• Quality Teaching</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> Strong connections with community and engagement have been initiated through the initial establishment of the Community, Mums and Bubs Yarn up. This has created a safe place for all community to connect, develop a sense of belonging and build strong foundations for the future.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>  |

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| <p>Aboriginal background</p> <p>\$81,061.00</p>               | <p>This initiative, after evaluation has been a great success with families utilising the time to connect to the school. Next year we will communicate it wider and encourage all community to come and promote community strengths by having a focus for the yarn up. eg Uncle Warren, local artists etc.</p>   |
| <p>Low level adjustment for disability</p> <p>\$81,036.24</p> | <p>Low level adjustment for disability equity loading provides support for students at Coraki 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>• Quality Teaching</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 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> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students with identified needs have been supported by the learning and support teacher with the development of IEPs, PLPs and BMPs where needed. All classes have an SLSO allocated for the delivery of IEPs and support for the teacher in preparing aides to facilitate the programs. The Learning Support Team has been refined with meeting protocols and systems to ensure appropriate use of resources and time.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Next year Coraki PS will be utilising the Collaborative Response Model, which will see meetings held each 5 weeks with individual CT, Covid-19 Teacher, APC&amp;I and the Principal. At these meetings the spotlight will be on students and their learning. Who is working , above SL, @ SL and Below SL? This process will enable IEPs to be refined to individualised needs at point of time. Data walls will reflect the actual picture of learning at CPS, with the view to move students forward, supported by a team approach.</p> |
| <p>Location</p> <p>\$5,271.00</p>                             | <p>The location funding allocation is provided to Coraki 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>• Engagement</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> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Transport to the swimming carnival was funded by the school as was the entrance to the pool. All students attended the swimming carnival.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Due to the remoteness of our location and the lack of facilities in our community, future excursions, swimming carnivals, Cross Country will be funded by the school.</p>  |
| <p>Literacy and numeracy</p> <p>\$1,350.00</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coraki Public School from Kindergarten to Year 6.</p>   |

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| <p>Literacy and numeracy</p> <p>\$1,350.00</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>• Data Driven Practices</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>• online program subscriptions to support literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Students being engaged in learning through Technology eg Reading Eggs and Matific. During Lockdown students with technology could engage in learning at home. Students with additional reading needs have been introduced to the Hegarty program and Little Learners Love Literacy. This has been used as a strategy to enhance learning for students working below stage level. These programs has seen an improvement in engagement and retention of sounds and sight words.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Next year, professional learning for new staff in both programs will be engaged to ensure the resource is utilised. Library will be staffed with a SAO to ensure resources are accessioned and new resources are readily available for all staff. Technology programs will continue to be subscribed.</p>  |
| <p>Early Action for Success (EAfS)</p> <p>\$102,978.00</p> | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coraki 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 including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</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 Instructional Leader to 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> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All staff from K to 6 being supported in entering data into PLAN2. An assessment schedule being established to ensure consistency in data collection. Up skilling of staff in using decodable texts and identified phonics programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>This program will end at the end of 2021 and the Assistant Principal Curriculum &amp; Instruction position will replace it. The school will develop timetables with reflect release from face to face time for class teachers and the Assistant Principal Curriculum &amp; Instruction to meet to discuss, 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.</p> |
| <p>QTSS release</p> <p>\$8,633.00</p>                      | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coraki Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>  |

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| <p>QTSS release</p> <p>\$8,633.00</p>                        | <p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</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>• 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><br/>All class teachers to have additional release from face to face and meet with the Instructional Leader once a week to discuss quality teaching practices, provide professional learning in new programs, such as Little Learners Love Literacy and Heggarty as well as programming development. All staff have displayed growth in understanding of PLAN2 data and are now completing this task independently.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>After evaluation, this process will continue with all staff, and learning sprints will be included. The school will engage in the Collaborative Response Model whereby each 5 weeks a class team will meet to discuss student academic ability and progress.</p>   |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coraki Public School who may be at risk of not meeting minimum 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>• Quality Teaching</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><br/>Smaller classes with explicit teaching and individualised learning plans being implemented, leading to a strong connection between students and teacher, with a focus on uplift in results in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>After evaluation, the small class sizes will continue for next year, so IEPs can be implemented with fidelity. Meetings with the collaborative response team will ensure accountability for students growth and attainment, with data being analysed consistently and programs reflecting the differentiation needed to more students on.</p> |
| <p>COVID ILSP</p> <p>\$50,149.90</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>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>   |

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| <p>COVID ILSP</p> <p>\$50,149.90</p>                  | <p>Individual learning programs to be established for all students working below stage level. Appropriate professional learning to be undertaken by relevant staff. Resources to be developed to support the individualised programs. Students in all groups showed movement forward towards their stage level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation of this program it is positive to see progress, however this progress was small due to the inconsistencies of delivery. Next year the program will be a part of the collaborative response team model , so that all factors contributing to the progress or lack of will be highlighted and addressed.</p> |
| <p>Integration funding support</p> <p>\$37,712.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Coraki 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>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>  |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 31         | 18   | 20   | 12   |
| Girls    | 39         | 25   | 24   | 15   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 80.1 | 81.6 | 87   | 76.5 |
| 1         | 84.7 | 86.5 | 85.2 | 64   |
| 2         | 88.1 | 89.1 | 83.6 | 53.5 |
| 3         | 82.9 | 92.4 | 89.4 | 79.3 |
| 4         | 76.7 | 80.5 | 95.9 | 71.3 |
| 5         | 80   | 82.8 | 91.1 | 89.6 |
| 6         | 83.5 | 88.1 | 90.2 | 66.1 |
| All Years | 82.6 | 86.6 | 89.2 | 70.5 |
| 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

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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    |
| Classroom Teacher(s)                    | 2.83 |
| Literacy and Numeracy Intervention      | 0.21 |
| Learning and Support Teacher(s)         | 0.5  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 2.1  |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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>                | 152,900          |
| <b>Revenue</b>                        | 1,405,013        |
| Appropriation                         | 1,394,740        |
| Sale of Goods and Services            | 4,254            |
| Grants and contributions              | 5,782            |
| Investment income                     | 237              |
| <b>Expenses</b>                       | -1,283,084       |
| Employee related                      | -1,158,575       |
| Operating expenses                    | -124,509         |
| <b>Surplus / deficit for the year</b> | 121,930          |
| <b>Closing Balance</b>                | 274,830          |

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>   | 0                                 |
| <b>Equity Total</b>     | 309,154                           |
| Equity - Aboriginal     | 81,061                            |
| Equity - Socio-economic | 146,920                           |
| Equity - Language       | 0                                 |
| Equity - Disability     | 81,173                            |
| <b>Base Total</b>       | 602,512                           |
| Base - Per Capita       | 10,847                            |
| Base - Location         | 5,272                             |
| Base - Other            | 586,393                           |
| <b>Other Total</b>      | 283,960                           |
| <b>Grand Total</b>      | 1,195,625                         |

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

2021 Coraki Public School continued to maintain and build strong relationships with parents and community. Performance feedback continually requested and consistent with school decision making. High levels of parent satisfaction were verbally recorded with a strong connection between school and home demonstrated. Coraki Public School will be developing strategies to further engage the families, through community events, Personalised Learning Plans and Goal setting meetings. Ensuring communication is seamless between, the school, students and families.

Coraki Public School continues to focus on wellbeing and learning for our students and this has created an environment where the majority of students reported that they feel safe, happy and enjoyed learning. Coraki Public School will continue to focus on wellbeing with the further development of the positive behaviour for learning framework. Being responsive to individual students needs will also be a focus with explicit teaching, consistent assessment and high expectations supporting student growth and attainment.

# 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.