

2021 Annual Report

Coramba Public School



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Introduction

The Annual Report for 2021 is provided to the community of Coramba 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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Message from the principal

Coramba Public School has gone from strength to strength in 2021. The high degree of commitment and professionalism of our staff has ensured the focus has remained on delivering quality teaching and learning programs in literacy, numeracy and all other Key Learning Areas. Achievement data in literacy and numeracy is trending upwards, as teachers engage in evaluative practice and continue to refine their pedagogy and assessment practices. A strong sense of community and wellbeing continues to ensure that all students are known, valued and cared for. Our teachers enjoy excellent relationships with our parents/caregivers, and work productively in partnerships to enhance the learning and wellbeing outcomes of all students. The school continues to provide a warm, welcoming environment where students connect, grow and thrive. Our Positive Behaviour for Learning values of respectful, resilient achievers has continued to strengthen our sense of purpose and belonging throughout challenging times. We look forward to continuing to strive for excellence in all aspects of our work in 2022.

School vision

In partnership with the school community, a culture of high expectations leads to academic excellence, student engagement, attendance and wellbeing. Every student learns to connect and thrive. Parents and the wider community are provided with multiple forms of communication and feedback about their child's learning on a regular basis. All staff model and explicitly teach behaviour expectations and actively support students' capacity for self-regulation and resilience.

All teachers work collaboratively to provide quality evidence-based learning opportunities to improve literacy outcomes in reading, writing and spelling, all aspects of numeracy and in every Key Learning Area. There is a whole school, consistent approach to assessment. This is used flexibly and responsively as an integral part of daily instruction. Regular, effective feedback and use of student data informs teaching and learning and promotes differentiation. Continuous and inclusive improvement is led by ongoing, high impact professional learning. Authentic community engagement maximises the learning for all students.

School context

The school is located in a regional north coast area and has a FOEI of 94. The school has 42 students in three classes. The K-2 class comprises of 16 students, the Year 3 class 12 students and the Year 4-6 has 14 students. The distribution of students across grades is relatively even. 23% of students are Aboriginal and there are no EALD students. There is a blend of highly experienced teachers and early career teachers. School enrolment has slowly increased over the past three years.

There is a strong focus on Gumbaynggir culture as part of the physical surroundings. The school grounds are unique and the physical space is highly appealing and welcoming. The school uses resources effectively and learning spaces are maximised. The school employs specialist coaches/tutors in sport and dance.

Parents are supportive and value the school's strong focus on literacy, numeracy and student wellbeing.

Attendance rates of students attending over 90% of the time are above state average at 70%. Attendance rates need to improve. NAPLAN results are below the state average and there has been a downward trend in writing, reading, spelling and numeracy. Historically, the school has been over-represented in the bottom two bands in reading, grammar, punctuation, writing, spelling and numeracy. Of particular concern is spelling.

Reading comprehension, aspects of writing and numeracy are areas for development. The school will develop school wide practices for assessment and reporting and the use of data to inform teaching and learning programs. Teachers will enhance parent engagement and participation in school practices and decision making.

The majority of student's transition from Year 6 to Orara High School. There are strong transition processes in place.

The staff comprises of a teaching principal and three classroom teachers. There has been stability in the school leadership for the past five years. There has been a history of high teaching staff turnover due to promotion and maternity leave. In recent years the teaching staff have been stable.

As an Early Action for Success school there has been a strong focus on professional learning in evidence-based practices in literacy

and numeracy in K-2. The Instructional Leader has effectively mentored the K-2 teachers over the past four years. Pedagogy has been adapted for the 3-6 class and will be consolidated.

The school consulted with students, staff, parents/carers and the broader community through surveys, focus groups and formal meetings to seek input and develop the plan.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading, writing, spelling and numeracy and to build strong foundations for success.

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.

- Whole school reading, writing and spelling
- Whole school numeracy

Resources allocated to this strategic direction

Socio-economic background: \$17,425.90

Low level adjustment for disability: \$29,386.80

Professional learning: \$2,083.60

Literacy and numeracy: \$4,417.59

QTSS release: \$8,073.80

Integration funding support: \$14,244.25

Early Action for Success (EaFS): \$73,449.00

Summary of progress

A whole school approach was adopted in all aspects of literacy teaching. Teachers adopted a consistent approach K-6 with differentiated instruction evident in all classrooms. The teaching sprint model was implemented resulting in greater targeted teaching and learning programs. Teachers have become more proficient in data skills and use with an enhanced knowledge of qualitative and quantitative data and triangulating data.

Next year in this initiative, there will be a continued focus on reading comprehension, including the use of effective assessment techniques, developing resources to ensure lessons include a wide variety of texts and continuation of the 5-week teaching sprint model.

Throughout 2021, Coramba Public School staff aimed to develop to shared understanding of how numeracy is taught K-6, set clear and transparent learning goals and developed a depth of knowledge and understanding of the mathematics syllabus through professional learning, assessment methods and consistent numeracy teaching practice and routines.

Next year in this initiative we will endeavour to further refine our assessment practices in numeracy and analyse data from a wide range of sources, including NAPLAN and Check-In assessments.

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
NAPLAN Top 2 Bands Increase the proportion of students achieving in the top two NAPLAN Reading and Numeracy bands to above the school's baseline.	The percentage of students in the top two bands in reading and numeracy is trending upwards, from 33% in 2019 to 39% in 2021.
Working Mathematically School data shows that student progress and achievement in the "Working Mathematically" strand of the syllabus is tracking upwards of the schools baseline.	This initiative was put on hold in 2021.

<p>Reading Comprehension</p> <p>School data shows that student progress and achievement data in reading comprehension against syllabus outcomes is tracking upwards of the school's baseline.</p>	<p>School based performance measures indicate 50% of students are at or above the expected level against syllabus outcomes.</p>
<p>NAPLAN Growth</p> <p>Improvement in students achieving expected growth in NAPLAN Reading and Numeracy to be at or above the school's lower bound system negotiated target of 60% and is tracking upwards.</p>	<p>Student growth is tracking upwards from 60%. The value added for both years K-3 and 3-5 is Sustaining and Growing when measured against the School Excellence Framework.</p>

Strategic Direction 2: Feedback and reporting on student learning

Purpose

Students and parents require reporting that is clear, timely, accurate and supports their progress and achievement across all Key Learning Areas.

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.

- Reporting
- Regular and effective feedback

Resources allocated to this strategic direction

Professional learning: \$1,041.80

Aboriginal background: \$3,000.00

Socio-economic background: \$1,823.15

School support allocation (principal support): \$1,041.80

Summary of progress

Coramba Public School has worked to report clearly, accurately and respectfully to students and parents about student achievement throughout 2021. Collaboratively, staff reviewed semester reporting templates, developed personalised reporting templates for identified students and established a consistency guide that clearly outlines the requirements for reporting at Coramba Public School. As a result of the activities undertaken, staff feel they have developed a consistent reporting format and have a thorough understanding of the Assessment and Reporting Policy. Furthermore, they feel they have built strong relationships with parents through existing communication platforms.

Next year in this initiative, a schedule of reporting to parents will be developed with interviews being held as part of the semester reports. The school will continue to seek feedback from parents regarding the most effective forms of feedback and implement these systematically across K-6.

This year the Coramba Public School staff attempted to develop a more systematic approach to giving feedback to students to maximise their learning outcomes. A variety of both written and verbal methods were utilised. These were fine tuned as the year progressed. When surveyed, students reported they valued verbal feedback over written feedback.

Next year in this initiative, teachers will engage in high impact professional learning, focusing on feedback through formative and summative assessment techniques. We will develop systems to elicit regular feedback from parents and students. We will develop a clearly articulated picture of what effective feedback is so it is clear, transparent, systematic and effective.

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
Satisfaction with reporting 70% of parents report satisfaction in the annual community satisfaction survey on reporting processes that take multiple forms, are clear and personalised.	50% of parents are satisfied with the school's reporting methods and 40% are neutral.
Student Learning Goals 60% of students can articulate their learning goals and understand what	All teachers are using a range of feedback methods to students about their learning that incorporate both formative and summative assessment methods.

they need to learn next to enable continuous improvement.

Strategic Direction 3: Wellbeing and partnerships

Purpose

Student attendance, engagement and wellbeing will be maximised through strong partnerships with parents/carers.

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.

- Student engagement and attendance
- Community engagement

Resources allocated to this strategic direction

Aboriginal background: \$6,020.30

Summary of progress

Student engagement and attendance

The initiative of student engagement and attendance had a number of clear impacts on creating an inclusive and respectful school culture. Staff collaborated regularly with parents and the community on the importance of schooling and regular attendance. Staff completed professional learning on the attendance policy and procedures, SCOUT and its reporting functions, attendance plans and school based procedures to improve attendance. Teachers analysed attendance data throughout the week and identified the days with the lowest attendance. Attendance data was regularly collated using ebs and SCOUT, students of concern were identified and families were supported to improve their child's attendance. This process enabled staff to build respectful relationships with students and parents and continue our approach to having clear and high expectations on student's engagement and learning outcomes.

Next year in this initiative, we will continue to develop a culture of high expectations and regular communication on the importance of attending school every day. We will implement regular meetings with parents to develop an understanding of barriers for engagement and attendance. Positive attendance will continue to be recognised and incentivised.

Community engagement

Community engagement remained high, in spite of restrictions with parents not being able to be on site. Teachers consolidated connections with families through regular use of Seesaw, Facebook, school newsletters, class newsletters, phone calls, Zoom calls and formal reporting methods. Throughout the learning from home period teachers had daily contact with most families. In Term 1, parents ran workshops for our Reward Day.

Next year, as part of this initiative, we will continue to use multiple channels for communication with our community. We will build more opportunities for parents to share their expertise and volunteer in the school.

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
Attendance Increase proportion of students attending 90% of the time above the school's baseline of 65%..	The proportion of students attending 90% of the time increased to 89%.
Student Wellbeing In Tell Them From Me the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging is above the schools	The Tell Them from Me survey data indicated an upward trend, with 91% of students reporting Expectations for Success, Advocacy and Sense of Belonging.

baseline of 88%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,244.25</p>	<p>Integration funding support (IFS) allocations support eligible students at Coramba 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"> • Whole school numeracy <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Enhanced teacher capacity to make accommodations and adjustments in programs and pedagogy for students with disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage with the new Inclusive Education Reforms and adjust practices.</p>
<p>Socio-economic background</p> <p>\$19,249.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coramba 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"> • Whole school reading, writing and spelling • Whole school numeracy • Regular and effective feedback • Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy groups to support identified students with additional needs • professional development of staff in literacy and numeracy to support student learning • equitable access to specialist resources <p>The allocation of this funding has resulted in: High level of differentiation for students in multi-stage classrooms resulting in improved literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to refine differentiation practices and detailed data analysis and use to support this differentiation.</p>
<p>Aboriginal background</p> <p>\$9,020.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coramba 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>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"> • Student engagement and attendance • Reporting

<p>Aboriginal background</p> <p>\$9,020.30</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • Staff participation in 8 Ways Aboriginal Pedagogies professional learning. <p>The allocation of this funding has resulted in: Enhanced teacher capacity and understandings of Aboriginal cultural and learning styles.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to refine programming and teaching and learning methods to incorporate 8 Ways strategies.</p>
<p>Low level adjustment for disability</p> <p>\$29,386.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Coramba 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"> • Whole school reading, writing and spelling <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 <p>The allocation of this funding has resulted in: Growth in literacy and numeracy achievement for students not at grade/stage level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to refine programs and pedagogy to maximise student achievement.</p>
<p>Location</p> <p>\$1,309.00</p>	<p>The location funding allocation is provided to Coramba 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"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in: Maximised equity of students participating in the full range of school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support our families to ensure inclusion for all students.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$3,125.40</p>	<p>Professional Learning for Teachers and School Staff Policy at Coramba 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"> • Whole school reading, writing and spelling • Reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High impact professional learning in spelling, reading and writing. • Implementation of the Teaching Sprint method to improve teacher practice. <p>The allocation of this funding has resulted in: Enhanced teacher capacity in literacy pedagogy and data skills and use.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consolidate Teaching Sprint model and professional learning in reading.</p>
<p>Literacy and numeracy</p> <p>\$4,417.59</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coramba 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"> • Whole school reading, writing and spelling • Whole school numeracy <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 • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in professional learning with Early Action for Success schools <p>The allocation of this funding has resulted in: Teachers able to access quality resources and professional learning to improve literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build capacity and evaluative thinking strategies to improve practice.</p>
<p>Early Action for Success (EAfS)</p> <p>\$73,449.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coramba Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Whole school numeracy <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 in 4-6 class • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy

<p>Early Action for Success (EAfS)</p> <p>\$73,449.00</p>	<p>The allocation of this funding has resulted in: Enhanced teacher capacity in literacy and numeracy instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to ensure effective practices are embedded across K-6.</p>
<p>QTSS release</p> <p>\$8,073.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coramba 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"> • Whole school reading, writing and spelling • Whole school numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers have in-depth, comprehensive knowledge of curriculum and research based teaching methods.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to develop professional networks beyond the school to strengthen practice.</p>
<p>COVID ILSP</p> <p>\$25,567.00</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>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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Improvement in literacy and numeracy outcomes for students achieving below grade level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of small group, intensive tutoring in literacy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	22	27	24	21
Girls	15	17	17	18

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	88.4	92.4	91
1	92.3	94.5	93.1	91.5
2	97.2	90.8	95.7	90.1
3	99.3	94	93.7	89.7
4	88.4	94	94.7	90.1
5	90.5	91	93.8	85.6
6	95.4	89.1	86.5	87.3
All Years	93.7	92.2	93.6	89.6
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)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	52,959
Revenue	730,019
Appropriation	690,918
Sale of Goods and Services	1,895
Grants and contributions	37,123
Investment income	82
Expenses	-728,090
Employee related	-668,466
Operating expenses	-59,624
Surplus / deficit for the year	1,928
Closing Balance	54,888

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	24,295
Equity Total	61,143
Equity - Aboriginal	10,764
Equity - Socio-economic	19,000
Equity - Language	0
Equity - Disability	31,380
Base Total	501,428
Base - Per Capita	10,107
Base - Location	1,310
Base - Other	490,011
Other Total	97,191
Grand Total	684,057

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

Student surveys indicate that satisfaction is high, with students reporting they enjoy learning at Coramba Public School. The students report they feel known, valued and cared for by their teachers and report a strong sense of belonging and advocacy at school. They particularly enjoy the school and learning environment, reporting that they feel safe, happy, have many opportunities to socialise with all age groups, play a variety of sports and pursue individual interests. Many students reported they love that Coramba is a "Quiet School". Parent/caregiver satisfaction is high, with the majority reporting they have productive relationships with teachers, can communicate easily through platforms such as Seesaw and receive regular and ongoing feedback about their child's progress. Parents report they are confident with the expertise of teachers to delivery quality education for their child. All teachers report high satisfaction with the school, citing a strong sense of collaboration, ongoing opportunities for high impact professional learning, a commitment to excellence in quality teaching and learning and a strong culture of community and wellbeing.

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.