

2021 Annual Report

Corrimal Public School



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Introduction

The Annual Report for 2021 is provided to the community of Corrimal 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

At Corrimal Public School, we work collaboratively to ignite confident and resilient learners, keeping students at the centre of all decisions. All staff are leaders, who ensure that evidence based education and aspirational learning is delivered in a creative and curious environment. We embrace community connections in a positive and cohesive manner with the imperative that every student, staff and leader are challenged to improve.

School context

Corrimal Public School is located in the northern suburbs of Wollongong, between the escarpment and the ocean. Established in 1889, the school has a proud history of being central to its community, enrolling many children who are second or third generation students of our school. Our school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence. The school has an active Parents and Citizens Association.

The school has grown by 56% since 2014 and our student enrolment is currently 255. 17% of our students have a language background other than English. 7% of students identify as Aboriginal. Our students represent a range of socio-economic backgrounds and our Family Occupation and Education Index is 93.

Staff provide quality high quality education including enrichment and extra-curricular activities.

Our situational analysis, in consultation with our school community, including the Northern Illawarra Aboriginal Education Consultative Group, has led to the identification of priority areas and focussed initiatives across three strategic directions:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Maximising learning

Strategic Direction 3: Building culture and connections

Our NAPLAN data indicates that our school fluctuates in the top two bands for reading and numeracy and this has been the trend for the last 10 years.

High level areas for improvement include increasing growth between Year 3 and Year 5, for both reading and numeracy, through explicit, differentiated teaching informed by student need. High impact professional learning and collaboration will increase evidence-based teaching practice. Strengthening assessment practice and data skills and use will enhance the monitoring of all student progress and ensure early intervention and extension, where needed.

We will continue to create and refine our systems to support connection to our parents and community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities. Embedding learner dispositions for students and staff is an important part of this work.

Self-assessment and school achievement

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

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

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

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student performance in reading and numeracy and ensure every student achieves growth for each year of learning, we will deliver explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice, plan and program differentiated teaching and ensure the implementation of appropriate curriculum through high impact professional learning.

Initiatives

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

- Highly effective teaching practices

Resources allocated to this strategic direction

English language proficiency: \$21,162.00
New Arrivals Program: \$22,500.00
Low level adjustment for disability: \$105,259.00
Literacy and numeracy intervention: \$35,300.00
Aboriginal background: \$7,000.00
Professional learning: \$12,200.00
Socio-economic background: \$27,000.00
QTSS release: \$44,800.00
Literacy and numeracy: \$7,400.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve numeracy across the school. A rigorous situational analysis concluded that evidence-based numeracy professional learning was needed as well as a consistent collaborative process to provide coaching and reflection.

Staff undertook professional learning in the 'Starting Strong and Working with the Big Ideas' modules from the Department of Education. School executive created a professional learning plan to support staff to attend online workshops together to complete the learning and to reflect on the knowledge gained with their stage team. Student achievement data was analysed to establish where to next for student learning and teacher programs. Staff evaluations identified that the professional learning provided was not aligned to their needs and was not having an impact on their professional practice. The decision was made to focus on developing teachers' numeracy practices through regular, dedicated collaboration sessions. Led by Assistant Principals, teachers had time to work with colleagues to plan, develop and refine teaching and learning programs. Consistency in the approach to teaching numeracy is becoming more evident across the school and teachers are more confident in planning numeracy lessons.

A school-wide instructional model was designed in Term 3 to support all teachers to gain consistency in the use of highly effective teaching practices. Through the use of collaborative discussion, teachers reflected on their own practice and consistent methods of explicit teaching and assessment. Teachers worked collaboratively with school leaders to draft an agreed school-wide instructional model. It will be trialed next year and staff will continue to evaluate the effectiveness of the model and share and gain expertise in evidence based teaching practices.

Next year in this initiative we will work with staff to refine our processes for teachers to collaboratively design and deliver lessons using the instructional model, observe each other's practice and provide feedback. This will support further improvement in teaching practice across 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
Increase in the percentage of students achieving in the top 2 bands in reading	Data indicates 52.17% of students are in the top two skill bands for reading which is an increase against baseline data.

<p>to be above system-negotiated target baseline</p> <p>Increase in the percentage of students achieving in the top 2 bands in numeracy to be above system-negotiated target baseline</p>	<p>In numeracy, 32.61% of students are in the top two skill bands indicating an increase against baseline data.</p>
<p>Increase in the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated baseline</p> <p>Increase in the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated baseline</p>	<p>Data indicates 75% of students are achieving expected growth in reading which is an increase against baseline data.</p> <p>In numeracy, 50% of students are achieving expected growth, mirroring baseline data.</p>
<p>Learning: Differentiation, Curriculum and Student Performance measures are validated at Delivering</p> <p>Teaching: Effective Classroom Practice are validated at Delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of Curriculum, and Student Performance Measures.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.</p>

Strategic Direction 2: Maximising Learning

Purpose

To ensure all students are maximising learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing assessment and data. All staff will use this to track and understand the learning needs of students and drive teaching practices that are responsive to the learning needs of individual students.

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.

- A culture of continuous improvement

Resources allocated to this strategic direction

Socio-economic background: \$23,500.00

Per capita: \$3,000.00

Summary of progress

Our focus for 2021 was to create a consistent whole-school assessment schedule to be ready for use in 2022. After surveying all staff, it was concluded that the need for consistent, valid and reliable data was needed.

Executive staff undertook Leading Evaluation Evidence and Data (LEED) professional learning to strengthen and refine skills in evaluating the effectiveness of assessment practices and processes at our school and develop a shared understanding of quality assessment practices with their team. Assistant Principals led staff to reflect about the assessments they were using, including the stage, time and purpose of the assessment. Teachers identified that they used formative and summative assessment data to inform planning, modify teaching practice and differentiate instruction according to individual needs. From the information received a draft assessment schedule for each Stage and a Corrimal Public School Assessment Schedule was created outlining the assessment tools to be used, when to assess, the purpose and the resources required to undertake the assessment. The draft was presented back to all staff and feedback was provided on the following questions: "What is working?", "What's even better if?" and "What Questions do you still have?" Assessment tasks have been refined to better match syllabus outcomes and this will be an area of continual development in 2022.

Our next steps are enhancing school-wide assessment and data processes. This will include: accessing, analysing and utilising data from external assessment sources, and aligning the whole school assessment schedule to include the suite of Department of Education resources to gain further consistency and validity of judgement across stages.

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
Learning: Assessment is validated at Delivering Learning: Student Performance Measures are validated at Delivering	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment.• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures.
Teaching: Effective Classroom Practice is validated at Delivering Teaching: Data Skills and Use is validated at Delivering	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.• Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of Data skills and use.
6 students from each class are tracked in Additive Strategies in PLAN2	<ul style="list-style-type: none">• Delayed initiatives in Semester 2 have required this work to be postponed to 2022.

Purpose

To challenge students and encourage continuous improvement in their learning, we will deepen our knowledge of the curriculum and strengthen connections with all members of our school community, ensuring responsibility for student success is shared by all.

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.

- Connected Curriculum and Student Agency
- Culture and Connection

Resources allocated to this strategic direction

Socio-economic background: \$1,500.00

Per capita: \$2,500.00

Aboriginal background: \$10,982.00

Summary of progress

Focusing on implementing the High Potential and Gifted Education policy, the development of the Corrimal Public School Attendance Framework and drafting the Corrimal Public School Reconciliation Action Plan featured significantly in our work in Strategic Direction 3 this year.

Professional learning in the High Potential and Gifted Education policy and staff reflection on their current practice in differentiation resulted in teachers focusing on ways to challenge students within their lessons and incorporate technology for engagement.

The Corrimal Public School Attendance Framework supported staff with the implementation of effective attendance monitoring practices. Although there is more work to be done in this space, staff are more consistent in their approach to tracking and monitoring attendance.

Aboriginal family and student partnerships have been strengthened with strong connections to the Northern Illawarra Aboriginal Education Consultative Group through creating our own Acknowledgement of Country and the drafting of our Reconciliation Action Plan. We refined our Personalised Learning Pathway process to include the tracking and monitoring on our Assessment Schedule to ensure regular check-ins on student learning goals. The appointment of an Aboriginal SLSO to assist students to achieve their learning and cultural goals has been successful.

Next year, Corrimal PS will present the first draft of the Reconciliation Action Plan to the community for feedback. It will then be submitted through the Narragunnawali platform to be approved by the Aboriginal Education Consultative Group. We will continue then to track and monitor deliverables to successfully engage with the Reconciliation process. We will further refine our processes for attendance and introduce ways to positively recognise good attendance and ensure we are working with all stakeholders to promote the idea that attendance matters.

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
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) is above system identified baseline.	72.76% of students reporting positive wellbeing outcomes has increased by 3.56% across the positive wellbeing measures.
Improvement in percentage of the proportion of students attending >90% of the time to be above system identified target baseline	The number of students attending greater than 90% of the time or more has decreased by 9.15% from the system identified target baseline.

Developing in the domain of <i>Participating</i> and <i>Communicating</i> in The Family-School Partnerships Framework school assessment tool	Family and Community Partnership Survey (Theme of Communicating) document analysis indicates that we are growing from developing to building in all elements.
<p>Learning: High Expectations and attendance are self-assessed at Delivering</p> <p>Leading: Community engagement and Curriculum provision is self-assessed at Delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of High Expectations.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of Community engagement and Curriculum provision..</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Corrimal 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in: 100% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support classroom teachers to develop their capacity to ensure classroom content is accessible for EAL/D students.</p>
<p>Integration funding support</p> <p>\$139,598.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corrimal 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans and behaviour Support Plans • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans and Behaviour Support Plans were regularly updated and responsive to student learning needs and progress. This ensured eligible students received personalised learning and support within the classroom and playground which resulted in fewer negative incidents from all students supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support eligible students in the classroom and playground through School Learning Support Officers working with the students to address their personalised learning goals. Planning for transition to high school will also be a feature of this support. We will continue to revise our learning and support systems to identify targeted support needed for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$54,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal 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</p>

<p>Socio-economic background</p> <p>\$54,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • A culture of continuous improvement • Connected Curriculum and Student Agency • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of Assistant Principals via a literacy coach to deepen knowledge of explicit teaching in reading • resourcing of the reading intervention program Minilit • providing for students without economic support for educational materials, uniform, equipment and other items • staffing release to analyse data, collaborate and plan together to improve student learning with Assistant Principal support <p>The allocation of this funding has resulted in: Student improvement as evidenced by, Reading NAPLAN results achieving above state and statistically similar school groups and Numeracy NAPLAN results increasing by 10% to be above statistically similar school groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to release staff to work together to analyse data, plan for student learning and evaluate impact through Teaching Sprint cycles. The Minilit program will be expanded by employing extra staff to continue to implement small group tuition in reading.</p>
<p>Aboriginal background</p> <p>\$19,482.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimall 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"> • Highly effective teaching practices • Culture and Connection • 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 of the Corrimall Public School Reconciliation Action Plan <p>The allocation of this funding has resulted in: Refining our Personalised Learning Pathway process resulting in 50% of Aboriginal students achieving their literacy goals with the support of the Aboriginal School Learning Support Officer. Tell Them From Me data indicated 84% of Aboriginal students feel good about their culture when at school and 83% feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide professional learning to staff in successfully writing SMART goals with our Aboriginal students to ensure the goals are measurable and achievable for success. We will continue to engage the Aboriginal SLSO to support our student's PLP process and to continue to work with our staff around histories and culture. We will also present the first draft of the Reconciliation Action Plan to the community for feedback. It will then be submitted through the Narragunnawali platform and approved by the AECG. We will continue then to track and monitor deliverables to successfully engage with the Reconciliation process.</p>

<p>English language proficiency</p> <p>\$21,162.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to work with EAL/D students to support their English language development • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: 38% of EAL/D students showing high growth on the EAL/D learning progressions, with 38% of EAL/D students requiring extra support in term 4 to return to the level of development prior to COVID, indicating some small progress for the year. 24% of EAL/D students made limited progress. Some EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue personalised and targeted professional development for each teacher in the form of mentoring, co-teaching and co-planning as well professional learning in the use of EAL/D learning progressions with the EAL/D specialist teacher. The EAL/D students will continue to be supported through the EAL/D equity funding and some through Learning and Support.</p>
<p>Low level adjustment for disability</p> <p>\$119,560.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Corrimal 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"> • Highly effective teaching practices • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy 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 • targeted students provided with an evidence-based intervention Minilit to increase learning outcomes <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in Reading NAPLAN results by 18% and Numeracy NAPLAN results by 17%. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals (total of 64 referrals) and subsequent collaborative learning support activities. 55 students have an active Individual Learning Plan and all students with a confirmed or imputed disability have adjustments sheets to support differentiation in their classroom. 84% of students targeted with the intervention Minilit made improvements in the initial phase of introduction.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$119,560.00</p>	<p>To undertake a review of Learning and Support procedures to identify where we can strengthen processes of support and further expand the impact of the Learning Support Team interventions. An SLSO will be trained in the Minilit intervention program to target identified students for reading support.</p>
<p>Literacy and numeracy</p> <p>\$7,400.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Corrimal 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The successful implementation of the reading intervention program Minilit where 84% of students targeted with the intervention have improved in the initial phase of introduction.</p> <p>After evaluation, the next steps to support our students with this funding will be: To expand the minilit program to target more students. Further resources will need purchasing to supplement learning in classrooms, such as decodable readers to support the implementation of the new English syllabus.</p>
<p>QTSS release</p> <p>\$44,800.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corrimal 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice. Increased teacher collaboration and improved staff confidence in analysing data to inform teaching. 100% of teachers reported regular planning and data analysis sessions were successful in improving teacher programs and instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: To use teaching sprint cycles as the method for collaboration, analysis of data and teacher professional learning to improve student numeracy outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,300.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Corrimal Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,300.00</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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Improved engagement in learning for students performing below the expected level for their stage, through targeted literacy and numeracy group intervention. This is evidenced by the percentage of students attaining lower bands in NAPLAN reading and numeracy decreasing from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to engage additional teaching staff to extend intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$121,933.00</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 a teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to participate in professional learning • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving progress towards their personal learning goals. Significant growth of 100% of students in year 1 who were targeted through reading intervention with 60% of them being at or above benchmark. 100% of Kindergarten students targeted for numeracy, in number sense, displaying significant growth with 80% of them being at or above benchmark.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	107	115	119	124
Girls	110	115	116	124

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	92.4	93.4	93.6
1	95.3	93	92	91.5
2	92.6	93.9	92.4	93.2
3	93.2	89.4	92.9	93.8
4	93.3	92.4	90.4	93.4
5	94.2	93.4	89.1	91.3
6	95	91.6	89.7	89.2
All Years	94.1	92.5	91.7	92.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	8.22
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	166,288
Revenue	2,643,223
Appropriation	2,617,235
Sale of Goods and Services	2,200
Grants and contributions	23,191
Investment income	197
Other revenue	400
Expenses	-2,645,387
Employee related	-2,460,025
Operating expenses	-185,362
Surplus / deficit for the year	-2,163
Closing Balance	164,125

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	139,598
Equity Total	186,582
Equity - Aboriginal	22,239
Equity - Socio-economic	54,789
Equity - Language	21,162
Equity - Disability	88,391
Base Total	1,934,638
Base - Per Capita	57,931
Base - Location	0
Base - Other	1,876,707
Other Total	140,050
Grand Total	2,400,868

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

Students, parents and teachers were surveyed to provide data on a range of aspects of school life, practices and procedures.

STUDENTS

The Tell Them from Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

- 51% of students indicated they had a positive sense of belonging at school.
- 83% of students reported they demonstrate positive behaviour at school.
- 80% of students reported they know where to seek help if bullied.
- 76% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- The percentage of students who set challenging learning goals for themselves in their school work and aim to do their best was lower than the NSW Government Norm across Year 5 and 6 and just slightly lower in Year 4.

TEACHERS

The Tell Them from Me teacher survey used a 10 point rating scale for different elements within 12 broad categories. Teachers indicated the following:

- Leaders and staff work together to create a safe and orderly school environment (7.1).
- Teachers discuss assessment strategies with other teachers. (7.7).
- Teachers talk with other teachers about strategies that increase student engagement. (7.7).
- Teachers monitor the progress of individual students (7.9).
- Teachers set high expectations for student learning (8.9).
- The use of computers or other interactive technology to track progress towards students achieving their goals (4.8) is an area that needs to be expanded.
- Teachers strive to understand the learning needs of students with additional needs (8.2).
- Teachers establish clear expectations for classroom behaviour (8.9).

PARENTS AND CARERS

The Tell Them from Me parent and carer survey used a 10 point rating scale for different elements within 7 broad categories. Parents and carers indicated the following:

- Parents felt that effective two way communication exists between home and school and written information from the school is in clear, plain language (7.2).
- The school supports positive behaviour and their children have a clear understanding about the rules for school behaviour (8.7).
- The teachers expect their child to work hard and encourage their child to do his or her best work. (7.7).
- Students feel safe at school (7.1).
- Teachers help students to develop positive friendships (6.8).
- 79% of parents indicated they found the newsletter and 68% found social media to be a useful/very useful way of finding out news about the school.
- Parents felt they can easily speak with their child's teacher (7.5).
- Parents reported that formal interviews (74%), telephone (74%) and informal meetings (89%) were the most effective communication types at school.

When learning from home our parents sent some very supportive messages, which we thoroughly appreciated.

'Thank you for the amazing work you are doing negotiating and delivering at home learning as well as attending to those students who are still attending school. I know this is probably a lot harder to organise than most would understand and I truly take my hat off to you and all the staff at CPS.'

We are incredibly proud of our students, our teachers and our parents as partners in learning through another challenging 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.