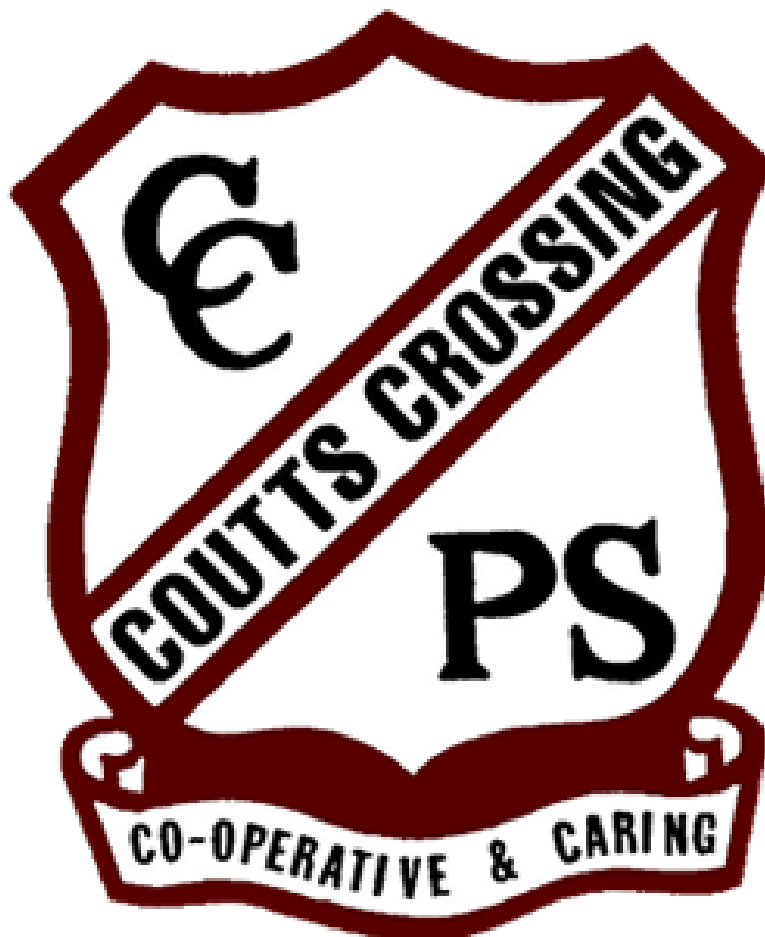


2021 Annual Report

Coutts Crossing Public School



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Introduction

The Annual Report for 2021 is provided to the community of Coutts Crossing 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

Coutts Crossing Public School
1570 Armidale Road
COUTTS CROSSING, 2460
www.couttscros-p.schools.nsw.edu.au
couttscros-p.school@det.nsw.edu.au
6649 3225

School vision

At Coutts Crossing Public School we provide high quality, inclusive educational experiences in a school community where all children are known, valued and cared for and are encouraged to achieve their potential.

Our vision is to empower all students to embrace learning, to develop their social, emotional and physical wellbeing and to become independent, lifelong learners.

School context

Coutts Crossing Public School is a small school within the village of Coutts Crossing, 20kms south of Grafton with an enrolment of approximately 94 students and 13% Aboriginal student population. Coutts Crossing Public School lives by its motto of 'Cooperative and Caring'. The school has strong ties with the local community and has a small, dedicated P&C. The school is part of the Phase 1 Early Action for Success initiative with an Instructional Leader employed 2 days each week to support learning across K-2 classrooms. The school has a strong focus on student wellbeing and is dedicated to supporting the social, emotional, physical and academic development of every student. The school offers a range of extra-curricula learning activities including cooking in the 'Coutts Cafe', gardening, violin group and weekly Gumbaynggirr language lessons. Staff at Coutts Crossing Public School pride themselves on their ability to work collaboratively as part of a school team committed to developing a personalised approach to student learning and engagement. School staff are committed to delivering evidence based teaching and learning programs and working collaboratively with families to meet the individual needs of every child.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

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
- Literacy and numeracy achievement

Resources allocated to this strategic direction

Socio-economic background: \$101,890.28

Early Action for Success (EAFS): \$68,605.19

QTSS release: \$15,808.64

Per capita: \$21,446.94

Professional learning: \$8,904.16

Literacy and numeracy: \$7,963.98

Aboriginal background: \$13,961.12

Low level adjustment for disability: \$13,409.54

Summary of progress

The Covid-19 pandemic had a significant impact on student growth and attainment throughout the year, including high student and staff absences due to self isolation and testing requirements, interruptions to programs and students learning from home for a significant proportion of term 3. The delivery of professional learning and staff collaboration across the small schools network has also been impacted due to COVID restrictions. Despite the interruptions to learning this year, there have been some positive indicators of program implementation and school improvement. The employment of an Instructional Leader to support teaching and learning across years 3-6 has resulted in increased teacher capacity to use data effectively in planning and improved student results in Check-in Assessments with students in Years 4, 5 & 6 performing significantly higher than Statistically Similar School Groups. Reading end of year assessment data from both school and external sources indicates slightly reduced student growth across areas of mathematics, vocabulary and comprehension; with increased growth in areas of spelling and reading. Data from external and internal sources was comparative assuring the validity of results used for analysis. The focus on developing Phonological Awareness in Kindergarten and year 1 students has been very successful with 95% of students in year 1 demonstrating achievement of all indicators of the Phonological Awareness elements of the Literacy Progressions. Students performed equal to or better than the state average in reading check in assessments and DIBELS assessment data also indicates strong oral fluency growth in infants students. Instructional Leader support as part of the Early Action for Success Program has also led to positive outcomes in reading with 83% of kindergarten students achieving at or above end of year reading level target, 89% of year 1 students achieving at or above end of year reading level target, and 71% of year 2 students achieving at or above end of year reading level target.

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
70% of students completing numeracy check in assessments in year 2 and year 4 will achieve at or above expectations. 100% of students participate in daily number talks to develop and consolidate basic number sense.	Year 2 check in assessments were postponed this year. Student performance in Year 4 numeracy check in assessments declined slightly by 1% between term 2 and term 4 results. In term 2, year 4 students answered 59.3% of questions correctly compared to 54.5% for a Statistically Similar School Group (SSSG). In term 4, year 4 students answered 58.3% of questions correctly compared to 60.6% for a SSSG. 46% of students performed very well answering greater than 60% of answers correctly, with 54% of students ranging between 30%-60% correct answers. All teachers deliver number talks as part of daily explicit instruction during

<p>70% of students completing numeracy check in assessments in year 2 and year 4 will achieve at or above expectations.</p> <p>100% of students participate in daily number talks to develop and consolidate basic number sense.</p>	<p>numeracy lessons. Practical and hands on number sense activities are an ongoing focus across all stages to teach and consolidate knowledge and understanding of number facts. Student confidence in and engagement during number talks has improved by 11% from 75% baseline data in 2020 to 86% in 2021 end of year data.</p>
<p>Increase the percentage of students in years 2-6 who demonstrate expected growth when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Comprehension.</p> <p>At least 85% of students completing Year 1 will have achieved the learning indicators within the Phonological Awareness element of the Literacy Progressions.</p>	<p>Comprehension PAT tests were completed in Term 4 for all students in years 2-6 and data was compared to the previous data displaying percentage of students performing at or above expected growth (baseline data). Year 2 increased their results from 67% to 69%, Year 3 decreased their results from 69% to 33%, Year 4 maintained their results at 82%, Year 5 decreased their results from 80% to 31%, and Year 6 decreased their results from 100% to 57% of students demonstrating expected growth on the Progressive achievement Test in Comprehension. Across the school, 2 out of the 5 year groups tested maintained or increased the percentage of students demonstrating expected growth from previous PAT data. Although year 3, year 5 and year 6 students achieved less growth than other year groups in 2021, 50% of year 3 students, 77% of year 5 students, and 63% of year 6 students are achieving at or above average in comprehension using the Progressive Achievement Test.</p> <p>Teachers in kindergarten, year 1 and year 2 explicitly taught the '<i>Heggerty's Program</i>' throughout 2021 delivering daily phonemic and phonological awareness lessons. PLAN data indicates 95% of students in year 1 are demonstrating the learning indicators within the Phonological Awareness element of the Literacy Progressions. DIBELS data indicates an increase in students (1/2 class) at or above expectation from 64% in Semester 1 to 82% in Semester 2. Instructional Leader support and explicit teaching of reading skills in kindergarten have resulted in 83% of kindergarten students achieving at or above end of year reading level target.</p>
<p>Increase the percentage of students who indicate they receive regular feedback from teachers on their progress and are provided with feedback on how to improve their results, using school based survey data.</p> <p>Increase the percentage of students from baseline data who regularly demonstrate growth towards achievement of individual learning goals.</p>	<p>Teachers hold individual learning conferences with every child in their class at least once each term to provide explicit feedback on learning and create personalised learning goals. Student surveys were completed by all students in week 5 of term 4. The same survey questions were asked at the end of 2020 to provide baseline data for this improvement measure. Students were provided with clarification by classroom teachers if needed to help them understand survey questions. Survey data indicated 91% of students in class 1/2, 84% of students in class 2/3, 92% of students in class 3/4, and 89% of students in class 5/6, felt they receive regular feedback from teachers on their progress and are provided with feedback on how to improve their results. This is an average of 89% across the school and a small increase compared with 84% in 2020 (baseline data).</p> <p>During learning conferences, teachers monitor and record student progress towards achievement of learning goals. All students are provided with explicit instruction on how to improve and progress towards achievement of learning goals. In term 4, teachers provided data indicating in class K/1 - 100%, in class 1/2 95%, in class 2/3 79%, in class 3/4 69%, and in class 5/6 90% of students regularly demonstrate growth towards achievement of individual learning goals. This represents an increase in the last 12 months with an average of 87% of students across the school in 2021 compared to an average of 78% of students across the school demonstrating growth towards achievement of individual learning goals in 2020 (baseline data).</p>
<p>Increase the percentage of students in years 2-6 who demonstrate expected growth when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in numeracy.</p>	<p>Numeracy PAT tests were completed in Term 4 for all students in years 2-6 and data was compared to the previous data displaying percentage of students performing at or above expected growth (baseline data). Year 2 increased their results from 62% to 86%, Year 3 increased their results from 62% to 67%, Year 4 increased their results from 42% to 64%, Year 5 decreased their results from 80% to 22%, and Year 6 decreased their results from 50% to 33% of students demonstrating expected growth on the Progressive achievement Test in Numeracy. Across the school, 3 out of the 5 year groups tested increased the percentage of students demonstrating expected growth from previous PAT data. Although stage 3 students</p>

<p>Increase the percentage of students in years 2-6 who demonstrate expected growth when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in numeracy.</p>	<p>achieved less growth than other year groups in 2021, 63% of stage 3 students results are achieving at or above average in numeracy using the Progressive Achievement Test.</p>
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Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, thrive and succeed, there will be a planned approach to developing whole school wellbeing processes that will support high levels of wellbeing and engagement.

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.

- Wellbeing and engagement
- School readiness for improved learning capacity

Resources allocated to this strategic direction

Integration funding support: \$55,034.00

Low level adjustment for disability: \$33,985.40

Location: \$2,775.44

School support allocation (principal support): \$13,604.80

Professional learning: \$350.00

Socio-economic background: \$2,089.56

Summary of progress

The Covid-19 pandemic had a significant impact on student wellbeing throughout the year, including high student and staff absences, the cancellation of many events, limited contact with peers and friends from across school networks, ongoing self isolation and testing requirements, an extended period of students learning from home and major additional stress on families. After returning to school from an extended period of learning at home, students took additional time to settle back into school routines, regain lost confidence, reconnect with peers and teachers and begin the process of catching up on missed curriculum content. Students who usually received additional Learning and Support intervention and Telecare OT, Speech and Psychology support at school were not able to access this assistance for almost a term, leading to a significant impact on student wellbeing and loss of learning. Preliminary data shows the implementation of the Smiling Minds Program has been having a positive impact in classes with increased student participation and reduced incidents of negative behaviour. Ongoing communication with families about the importance of school attendance and informing the school about absences has reduced unexplained absences however students absence rates remain high due to ongoing guidelines around COVID symptoms. The Australian Early Development Census data for our school indicates nearly 40% of children are vulnerable in one or more domains, with the highest number of children developmentally vulnerable in areas of language and cognitive skills and emotional maturity. This census data will inform our learning and support intervention planning with ongoing collaboration with Royal Far West clinicians to provide specialist support for students in 2022. After completing the Wellbeing Self-Assessment Tool for schools, areas for improvement were identified and a Wellbeing Action Plan was developed. Initiatives in the Action Plan will be implemented in 2022-2024, including increased opportunities for student feedback, parent communication (assessment and wellbeing), collaborative whole school data analysis, and support for transient families.

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 the percentage of students attending > 90% of the time to be at the lower bound system negotiated target.	Achieving attendance targets this year has been challenging as families were asked to keep children at home with any sign of COVID symptoms and parents being understandably cautious about their children and possible exposure to COVID 19. Parents often elected for children to stay home for 10 days rather than subject them to a COVID test which also increased absences. The school focused on improving communication with parents about attendance to assist accurate record keeping and reduce the number of unexplained absences. SCOUT data indicates the number of students attending >90% of the time was 51.03% which is has decreased from previous years and was significantly below the system negotiated target.

<p>The percentage of students reporting positive outcomes using <i>Tell Them From Me</i> well-being data (Advocacy, Expectations, Belonging) increases from average 74.6% to above 78%.</p>	<p>There were some improvements indicated by the 2021 Tell Them From Me survey data. In the areas of <i>Advocacy at School</i> and <i>Expectations for Success</i>, the school performed similarly to last year with 100% of students continuing to indicate a positive sense of advocacy at school and expectations for success. In the area of <i>Sense of Belonging</i>, there was a clear improvement with 86% of students indicating a positive sense of belonging, an increase from 50% in 2019 and 74.6% in 2021. This was growth was above expectations.</p>
<p>Increase the percentage of students indicating they have a positive relationship with teachers and peers using annual school based student survey from 2020 baseline data.</p>	<p>Each year in term 4 students in years 1-6 participate in an annual school based survey to seek feedback about their learning and connections to school. Data indicates 95% of students in class 1/2, 79% of students in class 2/3, 85% of students in class 3/4, and 89% of students in class 5/6 have a positive relationship with teachers and peers. This represents an average of 87% of students indicating they have a positive relationship with teachers and peers across the school and a small increase of 1% from last year's average of 86%. The increase, although minimal, is very pleasing considering the challenging year students have faced.</p>
<p>Reduce the number of behaviour incidents recorded in Sentral by 5%.</p> <p>Increase the number of students actively participating in daily mindfulness activities by 10%</p>	<p>Negative behaviour reports are generated in Sentral each term for review and comparison alongside wellbeing data. Analysis of Sentral data throughout the year indicates a clear comparison between the number of wellbeing data records entered by staff and the number of negative behaviour records entered by staff. Baseline data collected in 2020 shows there was a total of 111 negative behaviour incidents recorded during Semester 1 and Semester 2 in Sentral. In 2021, there was a total of 63 (week 6 term 4) negative behaviour incidents recorded during Semester 1 and Semester 2 in Sentral. The reduction in incidents may be in part due to students being off site while learning from home during term 3, however, the large difference in numbers may indicate wellbeing programs at school are having a positive impact on behaviour.</p> <p>In an effort to teach children to recognise and identify their emotions and express their feelings appropriately, the Smiling Minds Program has been delivered across the whole school throughout 2021. In term one and again in term 4, data was collected by classroom teachers about how many students were actively participating in mindfulness activities. In term 1, 75% of students K-6 were participating and in term 4, 84% of students were actively participating in daily mindfulness activities. This represents an increase of 9% in the number of students actively participating in daily mindfulness activities in 2021.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,034.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coutts Crossing 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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The employment of an SLSO to provide additional support for students who have high-level learning needs and disabilities <p>The allocation of this funding has resulted in: All student PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms including students with disabilities being assisted to access curriculum while having all necessary support to ensure hygiene, safety and wellbeing needs are met at school. All students with PLSPs being assisted by SLSO's demonstrated progress towards their personalised learning goals this year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional training for SLSO's in using brain & movement breaks successfully to assist with emotional and behavioural regulation in students. Ongoing employment of SLSOs to provide additional classroom support, ensuring students with additional needs are engaged in curriculum.</p>
<p>Socio-economic background</p> <p>\$105,979.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coutts Crossing 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"> • Highly effective teaching • Literacy and numeracy achievement • School readiness for improved learning capacity • 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 classroom teacher to enable smaller class sizes across the whole school ensuring additional personalised learning opportunities which supports identified students performing below the expected stage level and students with additional wellbeing needs. • Providing students with support to access educational materials, uniform, equipment and other items • Employment of additional SLSO to support Telecare program implementation • Staff release to participate in Professional Learning with Instructional Leader to support planning and improved student learning. <p>The allocation of this funding has resulted in: Student improvement evidenced by: Reading Check-in Assessment results above statistically similar school groups (SSSG) for year 4, year 5, and year 6. Year 5 NAPLAN % students in top two bands in Reading, Writing, Spelling, Grammar and Punctuation above SSSG. Significant reduction in negative behaviour incidents using Sentral data. Year 5 NAPLAN scores above SSSG in Numeracy, Grammar & Punctuation, Spelling, and Reading.</p>

<p>Socio-economic background</p> <p>\$105,979.84</p>	<p>Year 3 NAPLAN scores above SSSG in Writing, Grammar & Punctuation, and Spelling. 87% of students across the whole school regularly demonstrating growth towards achievement of individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an additional classroom teacher to create 5 classes to support personalised learning, improved literacy and numeracy outcomes, and improved student wellbeing. Continue employment of SLSO to support implementation of targeted intervention programs and Telecare programs including Occupational Therapy and Speech Therapy.</p>
<p>Aboriginal background</p> <p>\$13,961.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coutts Crossing 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"> • Literacy and numeracy achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to deliver personalised support for Aboriginal students • Employment of additional teacher to create smaller class sizes with additional personalised support available for Aboriginal students performing below the expected stage level. <p>The allocation of this funding has resulted in: Improved student performance evidenced by- Aboriginal students completing Reading Check- in Assessments performed greater than SSSG and state. 80% of Aboriginal students completing Progressive Achievement Tests in Comprehension achieved at or above average. 90% of Aboriginal students completing Progressive Achievement Tests in Spelling achieved at or above average. 60% of Aboriginal students completing Progressive Achievement Tests in Vocabulary achieved at or above average. 70% of Aboriginal students completing Progressive Achievement Tests in Numeracy achieved at or above average.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing engagement of SLSO to support intervention programs and additional classroom teacher to facilitate delivery of differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$47,394.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Coutts Crossing 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"> • Wellbeing and engagement • Literacy and numeracy achievement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Development and implementation of a needs-based learning and support program in which specialist clinicians from Royal Far West collaborated with

<p>Low level adjustment for disability</p> <p>\$47,394.94</p>	<p>classroom teachers to build capacity in meeting the learning and wellbeing needs of identified students.</p> <ul style="list-style-type: none"> • Employment of SLSO 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: An increase of students who regularly demonstrate growth towards achievement of Personalised Learning Goals. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the ongoing employment of trained SLSOs. To further improve student learning outcomes, the number of children on Learning and Support caseload and Telecare support caseload with Royal Far West will be increased.</p>
<p>Location</p> <p>\$2,775.44</p>	<p>The location funding allocation is provided to Coutts Crossing 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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Additional principal release has enabled the principal to lead Learning and Support and Welfare programs and engage with external agencies to provide additional well being support for students. This includes accessing local support agencies and organising Telecare support with Royal Far West for speech therapy, occupational therapy and psychology sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing engagement with Royal Far West clinicians to ensure students have access to services which families are having difficulty accessing locally.</p>
<p>Professional learning</p> <p>\$9,254.16</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 Professional Learning for Teachers and School Staff Policy at Coutts Crossing 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 • Literacy and numeracy achievement • School readiness for improved learning capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for teachers to work with IL on improving teaching practice • Attending PL opportunities linked to improving student outcomes prioritised in the school plan <p>The allocation of this funding has resulted in: Improved capacity of teachers to deliver explicit lessons targeted at improving student outcomes.</p>

Professional learning \$9,254.16	<p>After evaluation, the next steps to support our students with this funding will be: Opportunities for teaching staff to work closely with Assistant Principal Curriculum and Instruction to deliver targeted literacy and numeracy intervention in areas identified through authentic assessment and data analysis.</p>
School support allocation (principal support) \$13,604.80	<p>School support allocation funding is provided to support the principal at Coutts Crossing Public School with administrative duties and reduce the administrative workload.</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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional principal release to enable the principal to lead Learning and Support and Welfare programs and engage with external agencies to provide additional well being support for students. <p>The allocation of this funding has resulted in: Principal was able to work closely with clinicians to plan for and deliver targeted OT, Speech and Psychology support for students via Telecare sessions throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing relationships with local clinicians and Royal Far West to ensure students have adequate access to services which improve student academic performance, health, and social and emotional wellbeing.</p>
Literacy and numeracy \$7,963.98	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coutts Crossing 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 • Literacy and numeracy achievement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Streamlined teaching, learning and assessment processes where students who are experiencing difficulty in literacy and numeracy are identified quickly and appropriate interventions are implemented. Additional support for teachers to build their knowledge of the literacy and numeracy progressions and improve their capacity to deliver explicit lessons in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Supplementation of APCI allocation to employ quality teachers to deliver additional literacy and numeracy support programs.</p>
Early Action for Success (EAfS) \$68,605.19	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coutts Crossing 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</p>

<p>Early Action for Success (EAfS)</p> <p>\$68,605.19</p>	<p>including:</p> <ul style="list-style-type: none"> • Highly effective teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation. <p>The allocation of this funding has resulted in: 95% of year 1 students have achieved the learning indicators within the Phonological Awareness element of the Literacy Progressions. 82 % of year 1 students achieving at or above expectations in the Dibels oral fluency assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: The EAFS funding program will cease at the end of 2021. Instead, in 2022 the school will employ an Assistant Principal Curriculum and Instruction to focus on the delivery of quality teaching and learning in our school; support strong instructional leadership models; coordinate professional learning for teachers; monitor student outcomes; and support families to be key partners in student learning. Formative assessment and collaborative data analysis will be prioritised across the school, focusing on provision of immediate authentic feedback.</p>
<p>QTSS release</p> <p>\$15,808.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coutts Crossing 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Employment of IL to work across classes in Years 3-6, providing target student support to improve literacy and numeracy outcomes. IL also worked directly with teachers leading to improved delivery of explicit lessons, differentiated to meet the individual needs of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Release for all teachers K-6 to work closely with Assistant Principal Curriculum and Instruction on improving student literacy and numeracy outcomes through collaborative data analysis and implementation of targeted interventions.</p>
<p>COVID ILSP</p> <p>\$63,916.54</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>

<p>COVID ILSP</p> <p>\$63,916.54</p>	<ul style="list-style-type: none"> • Employment of two classroom teachers with a total of FTE 0.6 to deliver small group tuition to students identified as not on track to meet stage expectations. • Provision of targeted, explicit instruction for student groups in literacy and numeracy with a focus on identified areas of concern. <p>The allocation of this funding has resulted in: The majority of students in the program achieved significant progress towards achievement of their personal learning goals. Teacher feedback indicates students on COVID ILSP caseload have demonstrated increased confidence, engagement in classroom activities, and a more positive attitude to learning and school. 50% of students participating in the COVID ILSP completing NAPLAN Reading, Spelling, Writing and Numeracy demonstrated at or above expected growth. 100% of students participating in the COVID ILSP completing NAPLAN Grammar & Punctuation demonstrated at or above expected growth. 43% of students in the program are now achieving at or above average on Progressive Achievement Tests in Comprehension and Vocabulary. 38% of students in the program are now achieving at or above average on Progressive Achievement Tests in Spelling and Maths.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using a range of external and internal data sources to identify specific student need. The school learning and support processes have been revised and will now involve more regular tracking of progress in PLAN2 and consistent monitoring of progress towards learning goals. Provision of in-classroom support for some students will be added to the current model of small group and individual instruction.</p>
<p>Per capita</p> <p>\$21,446.94</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coutts Crossing 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 <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader (above EAFS allocation) to build capacity of 3-6 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, differentiation. <p>The allocation of this funding has resulted in: Improved 3-6 teachers confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. An increase in percentage of Year 5 NAPLAN students in the top two bands in reading from 30% to 41.7% An increase in percentage of Year 5 NAPLAN students in the top two bands in numeracy from 10% to 16.7%</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing employment of a classroom teacher above allocation, enabling smaller class sizes and supporting personalised learning across all stages K-6. Supplementation of IFS allocation to employ SLSO's full time to deliver additional literacy numeracy support programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	37	39	45	50
Girls	33	33	42	44

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.5	94.9	93.5	93.5
1	92.8	89.7	95.6	88.2
2	95.2	93.7	93.8	90.6
3	94.5	92	90.9	90.8
4	94.5	97.5	90.1	90.9
5	92.1	92.5	94.3	89.1
6	87.1	90	95	89.5
All Years	92.3	92.9	93.1	90.3
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)	3.58
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	285,780
Revenue	1,274,193
Appropriation	1,260,835
Sale of Goods and Services	4,232
Grants and contributions	8,627
Investment income	98
Other revenue	400
Expenses	-1,348,236
Employee related	-1,245,025
Operating expenses	-103,211
Surplus / deficit for the year	-74,043
Closing Balance	211,736

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	55,034
Equity Total	167,336
Equity - Aboriginal	13,961
Equity - Socio-economic	105,980
Equity - Language	0
Equity - Disability	47,395
Base Total	820,433
Base - Per Capita	21,447
Base - Location	2,775
Base - Other	796,211
Other Total	98,444
Grand Total	1,141,247

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

At the end of Term4, community, staff and students were surveyed to seek feedback about different elements of school performance. Results of the surveys are outlined below. 100% of staff completed the survey, 90% of students completed the survey and 56% of families completed the survey. Overall, 2021 data indicates the school maintains strong partnerships with students, staff and the wider community and there is a good level of satisfaction across all groups.

Parent/Carer Feedback:

73% of parents and carers reported school staff have high expectations for their child's learning.

85% of parents reported every student is known, valued and cared for at Coutts Crossing Public School.

91% reported that the principal and teachers respond positively when parents or carers come to them with a concern.

These results indicate the school has ongoing healthy home school partnerships, which is particularly pleasing after what was a challenging year for building relationships due to COVID restrictions preventing face to face communication and limiting parents from school grounds.

Staff Feedback:

100% of school staff agree that the school always has high expectations and is improving student learning outcomes.

100% of school staff agree that school staff always know, value and care for every student.

89% of school staff agree the school always has clear policies for student behaviour management and attendance.

60% of staff agree the school *always* engages in strong collaboration with students and parents to build strong positive relationships. 40% of staff agree the school *sometimes* engages in strong collaboration with students and parents to build strong positive relationships.

The results of this survey are reflective of the difficulties faced by the school in maintaining regular, robust communication and engagement with families during the year due to COVID restrictions. This will be an area for improvement for the school in 2022.

Student Feedback:

87% of students indicated they have a positive relationship with teachers and peers.

70% of students indicated they always receive regular feedback from teachers on their progress and are provided with feedback on how to improve their results.

The percentage of students indicating they have a positive relationship with teachers and peers has shown an improvement of 1% from last years end of year data. This will continue to be an area of focus in 2022 and hopefully, with less interruptions to teaching and learning and school operations by COVID, greater improvements will be seen in this area. The provision of effective feedback is an ongoing focus for the school and will continue to be prioritised throughout 2022 to ensure all students know how they are progressing and have explicit guidance on how to improve.

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.