

# 2021 Annual Report

## Corrimal East Public School



3877

# Introduction

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

---

Corrimal East Public School

Duff Parade

East Corrimal, 2518

[www.corrimale-p.schools.nsw.edu.au](http://www.corrimale-p.schools.nsw.edu.au)

[corrimale-p.school@det.nsw.edu.au](mailto:corrimale-p.school@det.nsw.edu.au)

4284 4582

## School vision

At Corrimal East Public School, we provide a high quality, future focused learning environment where collaboration, creative thinking and critical reflection flourishes. Students draw on learning dispositions such as; grit, resilience, teamwork and empathy on their journey from Kindergarten to Year 6 and in to life long learning.

We prioritise a strong sense of equity and ensure an inclusive learning community where every student, teacher and leader improves every year. At Corrimal East Public School, staff, students and the community connect, succeed and thrive in partnership.

## School context

### ***Every student is engaged and challenged***

Corrimal East Public School is located in the northern suburbs of Wollongong and within walking distance to Corrimal Beach. Our Family Occupation and Education Index (FOEI) of 92 (2021) which indicates a change in community. Including 6.7% Aboriginal students and 11.4% of students with English as a second language. School enrolment numbers have steadily increased each year, with 2021 seeing an additional 10th mainstream class being formed. With a current enrolment of 254 students, including ten mainstream and three Autism Support classes.

The school is a member of the Corrimal Community of Schools and has a dynamic partnership with our local feeder secondary school, Corrimal High School.

Our attendance rate is 91.2%. We have an inclusive student wellbeing approach with our school values being Respect, Safety, Excellence.

The school enjoys the support of it's parent body. The Parents and Citizen's association meets twice a term and supports the school's future focused Literacy and Numeracy.

After a thorough situational analysis, including the interrogation of data and consultation with all key stakeholders, our priority areas for improvement are moving and extending our middle and high achieving students in both literacy and numeracy. Every student is engaged and challenged at their point of need. Targeted support will be provided through intervention and 'Bump it Up' groups. Assessment will be a strong focus as we monitor the performance of all students and the use of data will inform teaching and learning practice.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to achieve higher levels of student growth and attainment in Literacy and Numeracy, we will build teacher capability in the use of evidence-informed teaching practices and assessment data to plan for student learning across the curriculum, underpinning continuous improvement of student 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.

- Effective Classroom Practice
- The Use of Data to Inform Practice

### Resources allocated to this strategic direction

**Professional learning:** \$11,088.00

**Beginning teacher support:** \$4,272.00

**Low level adjustment for disability:** \$73,270.80

**Literacy and numeracy intervention:** \$33,744.13

### Summary of progress

In 2021 our focus was on building teacher capability in using evidence-informed teaching practices and assessment data to plan for high quality units of work in Numeracy.

Teachers were involved in 5 weekly data discussions and collaborative planning sessions. These whole day sessions commenced with teachers analysing assessment data and identifying individual student learning goals. This then informed a targeted approach to differentiated learning sequences that cater for every child's 'where to next'. Teachers continued to work collaboratively to plan high quality, engaging and purposeful learning sequences.

An off class Assistant Principal was appointed to fill the role of a Literacy and Numeracy 'Bump it Up' coordinator in order to target our top middle band cohort. Students were identified using NAPLAN, PAT (Progressive Achievement Tests) and class based work samples in the areas of reading/vocab and numeracy. During Semester 1, the focus groups of students were in grades 3 and 5 and then in Semester 2, focus groups switched to students in years 2 and 4.

The impact of this specific program is evident through the increased proportion of students achieving in the top two bands in NAPLAN Reading and Numeracy. As a result of our collaboration sessions, all teachers have reported an increase in confidence in their ability to analyse student data in Numeracy and use this data to develop individual learning goals and differentiated learning sequences.

In 2022, the role of the off class Assistant Principal will be shared between K-2 and 3-6. K-2 will have a strong focus on supporting classroom teachers with the implementation of synthetic phonics alongside the use of decodable readers. The 3-6 focus will be to improve targeted reading and comprehension strategies. We will continue with five weekly data discussions and collaborative planning. Semester 1 will have a continued focus on Numeracy and Semester 2 will focus on identified Reading targets.

### 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 achieving in the top two bands in NAPLAN reading to be above the system negotiated baseline	<ul style="list-style-type: none"><li>• Data indicates that 56.25% of students achieved in the top 2 bands of NAPLAN reading showing growth from baseline data.</li><li>• Data indicates that 47.62% of students achieved in the top 2 bands of NAPLAN numeracy showing growth from baseline data.</li></ul>
Increase the percentage of students achieving in the top two bands in NAPLAN Numeracy to be above the	

system negotiated baseline	
<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>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading at 70.37% was similar to our achievement in 2019, indicating achievement of the progress measure.</li> <li>• The percentage of students achieving expected growth in numeracy increased to 57.69% indicating achievement of the progress measure.</li> </ul>
<p>Uplift in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to be above the school identified baseline set in 2019</p> <p>Uplift in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be above the school identified baseline set in 2019</p>	<p>Due to the small cohort of identified Aboriginal students, individual data is being monitored within the school and shared with parents/carers.</p>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Learning Domain</b></p> <p>The school's judgement of Delivering in the element of Assessment is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of assessment to be delivering.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Learning Domain</b></p> <p>In the theme of NAPLAN in the element of Student Performance Measures, student achievement in NAPLAN reading, writing and numeracy supports the school's self-assessment of Sustaining and Growing</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Performance Measures.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Teaching Domain</b></p> <p>The school's judgement of Delivering in the element of Data Skills &amp; Use is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use.</li> </ul>

## Strategic Direction 2: Continuous Improvement Culture

### Purpose

In order to stimulate the professional capacity of staff, we will focus on a continuous improvement cycle where every teacher will be provided various opportunities for professional development. We will build a culture of trust and continuous improvement that actively fosters highly effective classroom 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.

- Planning for High Quality Teaching Practice
- Feedback and Reflection of Quality Teaching Practice

### Resources allocated to this strategic direction

**QTSS release:** \$52,395.11

**Literacy and numeracy intervention:** \$1,029.89

**QTR University of Newcastle:** \$10,000.00

**Professional learning:** \$8,408.00

### Summary of progress

The activities implemented in this strategic direction supported teachers to improve their professional knowledge and practice.

Each Assistant Principal was released once a week to provide formal coaching to teachers on their stage teams. The coaching process included co-planning of lessons, in-class observations and the provision of feedback. The At-Home Learning period had an impact on our capacity to complete more than one structured coaching cycle.

In 2021, we were successful in obtaining a \$10,000 grant from the University of Newcastle to participate in an action research project to drive continuous improvement in teaching and learning through Quality Teaching Rounds (QTR).

Four classroom teachers were selected to participate in training, quality teaching lesson observation rounds and feedback utilising the quality teaching framework. One participant's class was selected as a focus group to measure the impact of the rounds. This class was involved in pre and post-assessment using PAT (Progressive Achievement Tests) to track the impact of QTR on student outcomes. Post QTR PAT assessments identified that the control group class improved by 7 scale points in reading and 4 points in science.

The QTR project will be extended and we will continue to refine our formal coaching and mentoring structures in 2022.

### 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
<b>Improvement as measured by the School Excellence Framework</b>  <b>Teaching Domain</b>  The school's judgement of Sustaining & Growing in the element of Effective Classroom Practice is validated.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.</li></ul>
<b>Improvement as measured by the School Excellence Framework</b>  <b>Learning Domain</b>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum.</li></ul>

<p>The school's judgement of Sustaining in the element of Curriculum is validated.</p>	
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Teaching Domain</b></p> <p>The school's judgement of Delivering in the element of Learning and Development is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Learning Domain</b></p> <p>The school's judgement of Delivering in the element of Professional Standards is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Professional Standards.</li> </ul>



### Strategic Direction 3: Student agency through innovative teaching and differentiated curriculum

#### Purpose

We will create a collective approach to student agency where students are actively engaged and connected to their learning. Through embedded practices, there will be a heightened awareness of and commitment to, personalised and differentiated learning and support in order for every student to succeed. A strong culture of high expectations for students learning will be embedded alongside innovative curriculum implementation that is based upon evidenced based pedagogy.

#### Initiatives

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

- Curriculum
- Student Agency

#### Resources allocated to this strategic direction

**Beginning teacher support:** \$11,400.00

**Literacy and numeracy:** \$5,340.00

#### Summary of progress

In 2021, selected staff were involved in professional learning around developing student agency through 4Cs Transformative Learning pedagogy (Communication, Collaboration, Critical Reflection and Creativity). The professional learning involved attending two sessions a term led by an external provider. A 4Cs team was formed, with team members trialling 4Cs in their classrooms in Semester 1. Unfortunately, the Learning from Home period had a significant impact on the team's capacity to trial strategies and lead the professional learning across the school due to the external professional learning ceasing.

In Term 4 2021 the school was nominated as an Accelerated Adopter school in 2022 for trialling the new English and Mathematics syllabuses. In preparation for the project, Stage One teachers and the K-2 Assistant Principal completed 3 professional development/information sessions. As part of the Accelerated Adopter process, teachers will be adapting, implementing and giving feedback on units of work that have been developed in support of the new syllabuses.

In support of building the capacity of teaching staff to continuously evaluate the effectiveness of their teaching strategies to achieve impact on students' learning outcomes, teaching staff will participate in collaborative professional learning sessions with Jann Farmer-Hailey throughout 2022.

#### 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 attending greater than 90% of the time to be above the system identified baseline.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased by 3.2%.</li></ul>
An increase of 3% to 86.78% of students reporting overall wellbeing, trending towards the lower bound system identified target as measured by TTFM.	<ul style="list-style-type: none"><li>• 63% of students indicate a positive sense of wellbeing at school, demonstrating a downward trend on the school-based progress measure.</li></ul>
<b>Improvement as measured by the School Excellence Framework Learning Domain</b>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.</li></ul>

<p>The school's judgement of Sustaining and Growing in the element of Learning Culture is validated.</p>	
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Learning Domain</b></p> <p>The school's judgement of Sustaining and Growing in the themes of Curriculum Provision and Learning Programs within the element of Curriculum are validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Curriculum Provision and Learning Programs.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Teaching Domain</b></p> <p>The school's judgement of Sustaining and Growing in the theme of Explicit Teaching within the element of Explicit Teaching is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit Teaching.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Learning Domain</b></p> <p>The school's judgement of Sustaining and Growing in the element of Wellbeing is validated.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,914.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corrimal East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to align additional teacher and School Learning Support Officer (SLSO) expertise to specifically address each student's individual support needs. Learning plans will be reviewed each term on the basis of wellbeing and progress data.</p>
<p>Socio-economic background</p> <p>\$67,382.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement a STEAM program to support identified students</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> NAPLAN Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above both state and SSSG % in top two bands Reading: 2019 - 45% - 2021 - 56% = 11% increase of students in the top 2 bands Numeracy: 2019 - 36% - 2021 - 47% = 11% increase of students in the top 2 bands</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage a literacy and numeracy mentor/Instructional Leader to support our trajectory towards achieving targets. This role will be established due to our Assistant Principal Curriculum &amp; Implementation (APCI) position not commencing until 2023.</p>
<p>Aboriginal background</p> <p>\$12,548.38</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimal East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$12,548.38</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> our Aboriginal SLSO supporting the development of Personalised Learning Pathways (PLPs), with 100% engagement of our First Nations families. 90% of Aboriginal students engaged in the cultural immersion project, with conversations during the cultural lessons becoming more authentic.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ an Aboriginal SLSO to assist in the implementation of learning programs. We will also continue to work with a local Aboriginal community member to raise cultural awareness with all members of the school community.</p>
<p>English language proficiency</p> <p>\$16,566.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students showing progress towards their individual learning goals and are more confident and prepared to take risks during literacy lessons, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide intensive teaching support to those students with additional EAL/D needs.</p>
<p>Low level adjustment for disability</p> <p>\$88,076.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Corrimal East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• programming support to build the capacity in meeting literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> ~ a 10.2% increase of students achieving in the top two bands in NAPLAN reading. ~ an 11.77% increase of students achieving in the top two bands in</p>

<p>Low level adjustment for disability</p> <p>\$88,076.34</p>	<p>NAPLAN numeracy. ~ 26.44% increase in students achieving expected growth in NAPLAN numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to implement evidence-based programs that cater for the specific needs of identified students by employing specialist teachers and SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$9,036.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Corrimal East Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Agency</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Stage one teaching staff beginning to become familiar with the K-2 2023 English and Mathematics Syllabus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support Stage One teachers to attend professional development sessions regarding the implementation of the K-2 2023 syllabuses (English and Mathematics).</p>
<p>QTSS release</p> <p>\$52,395.11</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corrimal East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Feedback and Reflection of Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers are continuing to use learning intentions and success criteria in their lessons. They are embedding evidence based teaching strategies into their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to implement plan, observation and feedback cycles with classroom teachers with the support of each stage Assistant Principal.</p>
<p>Literacy and numeracy intervention</p> <p>\$34,774.02</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Corrimal East Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$34,774.02</p>	<ul style="list-style-type: none"> <li>• Feedback and Reflection of Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ the additional teaching staff to extend the intensive small group interventions.</p>
<p>COVID ILSP</p> <p>\$124,702.47</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress toward their personal learning goals. The impact of the implementation MiniLit is evidenced through the progress and achievement data of students supported through this initiative.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to implement evidence-based literacy and numeracy intervention programs with small groups of identified students. Progress and achievement data will be tracked to ensure their individual learning needs are met.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	109	128	128	138
Girls	107	112	104	106

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	92.7	93.6	95.4
1	93.7	93.6	91.9	93.2
2	94.4	91.3	93.5	93.5
3	91	92.5	92.5	95.2
4	95.4	91.9	89.1	94.4
5	93.8	96.3	90.4	94.5
6	94.1	93.7	95.3	93
All Years	94.1	93	92.3	94.2
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)	11.58
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.52

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	104,458
<b>Revenue</b>	3,278,710
Appropriation	3,230,274
Sale of Goods and Services	350
Grants and contributions	47,591
Investment income	94
Other revenue	400
<b>Expenses</b>	-3,149,527
Employee related	-2,853,196
Operating expenses	-296,331
<b>Surplus / deficit for the year</b>	129,183
<b>Closing Balance</b>	233,641

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	63,914
<b>Equity Total</b>	184,574
Equity - Aboriginal	12,548
Equity - Socio-economic	67,382
Equity - Language	16,567
Equity - Disability	88,076
<b>Base Total</b>	2,536,688
Base - Per Capita	61,856
Base - Location	0
Base - Other	2,474,832
<b>Other Total</b>	169,989
<b>Grand Total</b>	2,955,165

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of their community.

This year our school sought feedback through the 2021 NSW DoE Tell Them from Me surveys.

An analysis of the findings from the *Parent Survey* include;

\*Parents Feel Welcome- CEPS 7.8 / NSWDoE 7.4

\*School Supports Positive Behaviour- CEPS 7.9/ NSWDoE 7.7

\*Safety at School- CEPS 8.0 / NSWDoE 7.4

\*Inclusive School- CEPS 7.2 / NSWDoE 6.7

An analysis of the findings from the *Student Survey* include;

\*Students with positive behaviour at school CEPS 89%/ NSWDoE 83%

\*Students feel proud of their school 97%

An analysis of the findings from the *Teacher Survey* include;

\*Learning Culture - CEPS 8.5/ NSWDoE 8.0

\*Data Informs Practice - CEPS 8.0/ NSWDoE 7.8

\*Teaching Strategies - CEPS 8.6/ NSWDoE 7.9

Our end of year annual evaluation found that 100% of respondents would recommend the school to other parents. Parents were asked what Corrimal East PS's best qualities were, some direct quotes from parents were; "Teachers are warm & friendly and the students feel known by all of the teachers.", "Friendly welcoming staff.", "Great leadership Great teachers.", "Positive attitude of staff and students."

An analysis of the student results indicated that the students' sense of belonging in the school needs to continue to be a focus for 2022. An analysis of the teacher results indicate that using technology e.g. Seesaw/Google classroom to give more feedback is an area for professional development.

# 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.