

2021 Annual Report

Coal Point Public School



4022

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Coal Point Public School community strives to enrich the lives of students and to inspire and nurture their development as confident, persistent, resilient and self-directed learners, individuals and citizens. We work together and build partnerships to realise student growth and attainment, strengthen social emotional capabilities and provide our students with a quality learning environment to connect, succeed and thrive.

School context

Coal Point Public School (CPPS) caters for the educational needs of the children in our lakeside community. Our school facilities have wide open spaces and future focused classroom environments, incorporating interactive panels, iPads, robotics, a full computer lab, as well as a fantastic school hall and outdoor learning areas. Our students come from many varied backgrounds, where education is highly valued by all. The school enjoys strong family and community support. The greatest care is taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have fifteen exceptional classroom educators, who nurture and care for all students in a genuinely supportive way. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, dance, sport and debating programs provide opportunities to further engage students and develop a greater sense of belonging, building confidence and promoting a positive school culture.

CPPS has an enrolment of approximately 284 pupils across the Years K to 6, with 3% of students identifying as Aboriginal and 7% identifying as being students with English as an additional language or dialect (EAL/D). Our school's Family Occupation and Education Index (FOEI) value is 58, compared with the NSW average of 100. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

Our school has a strong connection with the local Mankillikan Aboriginal Education Consultative Group and collaborates with the Aboriginal Education Consultative Group community of schools. Learning, wellbeing and cultural programs are shared through school reports and attendance at Mankillikan Aboriginal Education Consultative Group meetings. Aboriginal perspectives are embedded into all Key Learning Areas and supported by cultural celebrations and significant events through the year. Multiculturalism is further celebrated and integrated into teaching and learning programs.

Through whole school data analysis and reflection, our high level areas for improvement include student growth and attainment, outstanding practices and programs to support and improve student wellbeing and learning and high impact leadership to improve teacher efficacy and build staff capacity. Wellbeing practices foster a sense of belonging and engagement, as research shows high levels of wellbeing are linked to higher levels of academic achievements (What Works Best in Practice, 2020). Our strategic directions are aimed at ensuring all students attain at or above expected growth in literacy and numeracy. The school community strongly believe these three areas are interconnected and are essential to the development of the whole child.

Our school participated in External Validation in 2021. This allowed an extensive review of our Strategic Improvement Plan against the School Excellence Framework to determine future directions and adjustments to initiatives as needed. Through consultation with the P&C and Community Consultation Team the 2022-2025 SIP is being developed in response to the findings of External Validation.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

There is a strong focus to develop excellent skills in literacy and numeracy and to build foundations for academic success in all Key Learning Areas. Teachers collaboratively develop, analyse and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Evidence based teaching practices.
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$10,800.00
Literacy and numeracy: \$7,250.00
Low level adjustment for disability: \$38,697.06
Socio-economic background: \$20,010.36
Integration funding support: \$121,025.00
English language proficiency: \$2,400.00
Aboriginal background: \$2,545.00

Summary of progress

Evidence Based Teaching Practices

Evidence - based teaching strategies in reading were the focus of professional learning (PL) and collegial sharing of practice in 2021. All teachers participated in strengthening their skills around the Department of Education's Effective Reading K-2 and Improved Reading Comprehension 3-6 documents. By focusing on embedding professional learning around these documents, collaboration and strengthening teaching practice, coupled with professional learning being driven by student need, teachers improved confidence and skills to effectively teach reading as shown in staff surveys. Staff surveys assisted planning for professional learning and Teaching Sprints. Class programs were reviewed by the Assistant Principal team to identify schoolwide practices. All programs indicated structured guided reading sessions and teacher instruction, that included vocabulary, fluency and comprehension activities while K-2 teachers broadened their skills and focus on phonics, oral language and phonemic awareness. Using the Department of Education's Phonological Awareness Assessment we determined that our current programs were having a significant positive impact on student growth. Similarly, a deep focus on reading fluency across the school, including evidence-based Reading activities resulted in the majority of students indicating growth in PLAN 2 data. COVID ILSP supported students in lower and upper middle NAPLAN bands to strengthen their reading and numeracy skills through regular, small group tuition. This was continued over Zoom sessions in the learning from home period. In addition, the COVID tutor regularly connected with families to support parents with learning from home class work packs in Google Classroom. The Check In assessments conducted in Term 4 showed the positive impact COVID tuition had on reading and numeracy skills of the targeted students. The Learning and Support Teacher (LaST) focused on early intervention reading and numeracy strategies with students K-2. It is expected that the system negotiated targets will be achieved over time. Reading continues to be a strength, while Numeracy is an area of focus for PL in 2022.

Data Skills and Use

Analysis of our 2020 SEF-SaS (School Excellence Framework-Self Assessment Survey), led to a closer look at our systems and practices in 2021, including regularly utilising data, and reflecting on using assessment effectively to inform learning and determine student achievement. In 2021, in response to the survey, we initiated explicit processes to collect, analyse and report on performance data, this included NAPLAN and Check-in Assessments, Reading and Numeracy Guided Data Package, diagnostic tests and class/stage data. Data storage was streamlined in SENTRAL, and staff were shown how to effectively navigate Scout and PLAN 2. This data was shared and analysed in stage data days, teachers gained an insight into the academic achievement of their students within the class and across the stage, and lesson programming showed informed differentiation in both reading and numeracy when reviewed by Assistant Principals.

Although data was regularly collected, we noticed a shortfall in staff knowledge in the theme of data analysis and data use in planning in the 2020 SEF-SaS. This was confirmed by a staff data survey. As a result, PL sessions were included in 2021, to promote teacher understanding of data concepts, analysis and use of student assessment data to drive the

teaching and learning cycle. This has helped to determine the impact of teaching on student learning and inform teachers on ways to adapt practice to meet the needs of students. In addition, a data audit at the end of 2021 was conducted, to ensure the best resources were implemented to measure student growth. A follow up survey after PL, indicated an improve confidence in staff to utilise the information presented in data and further support is planned for 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 the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 5%.	In 2021, Coal Point PS had 48% of students in the top two bands for numeracy. In 2019, this percentage was 46%. This is an upwards trajectory, although we did not meet our target increase of 5%. Future planning in 2022 will focus on professional learning in effective Numeracy strategies for all staff, to further support our students in strengthening numeracy skills.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading by 5%.	In 2021, Coal Point PS had 66% of students in the top two bands for Reading. In 2019, this percentage was 57%. We surpassed our achievement percentage from 5% to 9%. Future planning in 2022 will focus on reflection and the monitoring of the impact of evidence-based reading strategies which were the core of professional learning in 2021. Our middle band students (31%) will be our focus and the lower band students will continue with intervention support
Increase the percentage of Year 5 students achieving at or above expected growth in NAPLAN numeracy by 6%.	Data from Numeracy 2021 indicated 44% of Year 5 students were at or above expected growth, while in 2019 59% of students achieved their targets. This further supports a focus on teacher professional learning around evidence based numeracy pedagogy in 2022, and targeting students in our middle two bands (51%) to move into the upper two bands.
Increase the percentage of students achieving at or above expected growth in NAPLAN reading by 4%.	Data from Reading 2021 indicated 68% of Year 5 students were at or above expected growth, while in 2019 65% of students achieved expected growth. A 3% increase in student expected growth is trending towards our lower bound target.
The school's self-assessment of the School Excellent Framework element of 'Data Skills and Use' is trending towards Excelling.	The school's self assessment of the School Excellence Framework element of 'Data Skills and Use' is trending towards Excelling. After external validation, it was determined that the evidence for data literacy, data analysis, data use in teaching and data use in planning placed us in Sustaining and Growing. Evidence gathered to support our movement from Delivering in some areas to Sustaining and Growing achievement included staff surveys, stage data days, whole school data audit and professional learning sessions that focused on data skills and use.

Strategic Direction 2: Outstanding practices and programs to support and improve staff and student wellbeing and learning.

Purpose

There is a strategic and planned approach to whole school wellbeing processes that support the social and emotional learning of our students, where every child is known, valued and cared for.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$22,423.50

Aboriginal background: \$2,500.00

Summary of progress

Attendance

Whole school and personalised attendance approaches are improving attendance rates for all students, including those at risk. Scout data is utilised to monitor our attendance and track progress towards our targets that are set in Strategic Direction 2. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on student outcomes. Teachers monitor attendance each day through Sentral. While attendance rates at Coal Point Public School (CPPS) are quite high 93.8% (DoE State 89.9%, 94.1% SSSG schools), there are concerns regarding absences for holidays and appointments. During the learning from home period, 98% of our families checked - in via ClassDojo to record their child's learning from home status. This close tracking, along with regular wellbeing phone calls and messages from class teachers, ensured the communication channels between home and school were maintained. Communication with community regarding attendance is regularly strengthened through school - based streamlined procedures, the Home School Liaison Officer and Department of Education Policy. In 2022, community will continually be informed that 'Every Minute Counts' via school newsletters, Skoolbag messages and Class Dojo.

Wellbeing

Student wellbeing is of great importance at CPPS, and we continue to excel in this area. The school discipline policy clearly sets high expectations for behaviour, and these are explicitly taught to our students in weekly Wellbeing PowerPoints which are responsive to student wellbeing needs, and the You Can Do It! Education program (YCDI!). This evidence-based approach forms part of our PDHPE programs, and school assessment processes identify, regularly monitor and review individual student learning needs. The school collects, analyses and uses data to monitor and refine whole school approaches to wellbeing and engagement, utilising the Tell Them From Me (TTFM) surveys and a YCDI! Social Emotional Behaviours Teacher observation. This year, parents have joined learning seminars (20 parents attended sessions each fortnight), to support positive parenting and the development of social emotional skills of our students. A designated wellbeing space, 'The Hive', has been established to strengthen advocacy. A school-wide approach to effective and positive classroom management is evident throughout our school. Teachers develop behaviour standards and classroom rules with their students, to promote a culture of collaboration in the classroom, these are displayed in classrooms. To support teacher wellbeing, the off class Assistant Principal in the LaST role, ensured Behaviour Management Plans and Risk Management Plans were developed for targeted students. In the 2022 budget more time will need to be allocated towards staffing the LaST role for an additional day a week to meet the increasing demands of supporting student wellbeing in a school our size. While our data from the YCDI! Social and emotional surveys, determined growth in all students in the 5 Keys to success of resilience, organisation, getting along, persistence and confidence, on the other hand the TTFM survey indicated greater insight is needed into Sense of Belonging, Advocacy and Expectations for success, especially in boys education and since the return to school settings.

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
To increase current attendance of students attending at or above 90% of the time 6%.	The student attendance rate in 2021 was 93.8%, students attending $\geq 90\%$ of the time was 85%. Compliance with Department of Education protocols around attendance in Term 3 and 4 impacted attendance data.
Trending towards all students reporting an increase in Expectations for Success, Advocacy, and Sense of Belonging at School to our upper bound target of 98.7%.	Expectations for Success, Advocacy and Sense of Belonging are trending downwards, although percentages are above State and SSG schools. Changes in school settings in 2020 and 2021 in response to school organisation may have been a factor in the downward trend result.

Strategic Direction 3: High impact leadership to improve teacher efficacy and build staff capacity.

Purpose

The leadership team establishes explicit systems for collaboration and feedback to ensure quality teaching practices are embedded in a school culture of high expectations. A student-centred approach to professional learning and improving teacher quality is planned for, articulated and aligned to evidence-based practices, and the impact on student progress and achievements are evaluated. This informs future directions for continued refinement in 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.

- Instructional Leadership drives school improvement

Resources allocated to this strategic direction

Professional learning: \$2,000.00

QTSS release: \$52,919.70

Beginning teacher support: \$19,330.00

Aboriginal background: \$2,151.00

Summary of progress

Instructional Leadership Drives School Improvement

Throughout 2021, there was a focus to embed sustainable whole school processes to drive school improvement, through building staff capacity and collective efficacy. Funding resources have been utilised to fund an off class Assistant Principal. This role was to provide time for collegial sharing of practice and Instructional leadership in evidence-based strategies (our 2021 focus was reading). Teachers were given opportunities to observe each other and provide feedback to colleagues, and all teachers participated in the opportunity. Creating a school funded off-class Assistant Principal (AP) position, has improved our processes for coaching and mentoring. We utilised the High Impact Professional Learning (HIPL) tool to reflect on our current practices and procedures for professional learning. This tool determined our on-balance judgement of 'Delivering' and supported the direction of instructional leadership. A flexible timetable has allowed for greater collaboration and sharing of practice between colleagues. This is evidenced by the growth in leadership domain data from the 2021 Staff Tell Them from Me surveys, 'School leaders have taken time to observe my teaching' (5.2 in 2020 to 6.1 in 2022) and 'School leaders have helped improve my teaching' (5.7 in 2020 to 6.6 in 2021). This has guided the ongoing learning of early career teachers, who are building on their proficiency portfolio, and proficient teachers who are in the maintenance period of their accreditation. Support is linked to teacher Performance and Development Plans (PDPs) which are aligned to Strategic Directions and Professional Standards. These drive individual and whole staff professional learning programs to improve effective classroom practice. An analysis of teacher strengths and areas of improvement have been the focus of collegial observations, feedback and the sharing of expertise, in addition to the whole school focus of reading fluency. Observation checklists were developed and used by teachers to effectively share feedback as part of a Teaching Sprint. In 2022, Instructional Leadership will be driven by the Assistant Principal- Curriculum and Instruction, who will lead staff through High Impact Professional Learning in Reading and Numeracy and teachers will continue to regularly share practice, utilising QTSS funding.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Tell Them From Me 'Focus on Learning' teacher survey displays that the Educational Leadership domain increases above the government norm.	TTFM 2021 indicated a positive increase in school leadership from 6.2 in 2020 to 6.3 in 2021. A positive trend towards the NSW Government Norm of 7.1.
Increase the Tell Them From Me 'Focus on Learning' teacher survey area of 'school leaders in the school lead improvement and change' from the	57% of responses from teachers indicate that they either agree/strongly agree that school leaders lead improvement and change. Trending towards our upper bound target.

positive response of 53% to 63%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$121,025.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coal Point 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"> • Evidence based teaching practices. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSO to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Employment of SLSO staff to provide additional support for students, who have high-level learning needs in reading and numeracy. Students receiving support increased their reading and numeracy levels and had greater access to curriculum with one-to-one assistance, lesson differentiation and revision of concepts. Eligible students demonstrated progress towards their personalised learning goals. All Individualised Student Support Plans (ISSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their classrooms, small group tuition or individual learning support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Formally incorporating integration funding decision making into the learning and support team meeting agenda, to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to budget adjustments through the Access Request process. This will ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,010.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coal Point 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"> • Evidence based teaching practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSOs to support students with additional needs. <p>The allocation of this funding has resulted in: •employment of SLSO staff to provide additional support for students, who have high-level learning needs in reading and numeracy. Students receiving support increased their reading and numeracy levels and had greater access to curriculum with one-to-one assistance, lesson differentiation and revision of concepts.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor student achievement and assess needs of new students, including Kindergarten students on their transition to school. Additional funds may be required to support students that may potentially be eligible for Integration Funding Support.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coal Point Public School. Funds under this</p>

<p>\$7,196.00</p>	<p>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"> • Wellbeing • Evidence based teaching practices. • Instructional Leadership drives school improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff training to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Pathways (PLPs). • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: All Aboriginal students working towards goals on their PLPs, including academic, social and cultural endeavours. Our priority in engaging our Aboriginal families in the PLP process has strengthened partnerships in learning. The funding has provided our Aboriginal students with additional one to one or small group tuition to target areas of learning need in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Work with all staff to continue to engage with Aboriginal families, and build cultural knowledge and understanding in all stakeholders in the school. To ensure all of our Aboriginal students are supported to achieve reading and numeracy outcomes, so that their achievement is at or above that of their peers. Continued monitoring is required in 2022 at pause points, ensuring student academic needs are met.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coal Point 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"> • Evidence based teaching practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group LaST support. <p>The allocation of this funding has resulted in: Students receiving additional reading and numeracy support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise this funding to provide small group support in reading and numeracy as needed.</p>
<p>Low level adjustment for disability</p> <p>\$61,120.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Coal Point 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"> • Evidence based teaching practices. • Wellbeing

<p>Low level adjustment for disability</p> <p>\$61,120.56</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • engaging a Learning and Support Teacher to work with individual students in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Improvement in wellbeing for students with additional learning needs. Funding has assisted students with self-regulation and social and emotional strategies with the support of the LaST, SLSOs and the use of 'The Hive' wellbeing space. The LaST collaborated with classroom teachers to build capability in meeting the wellbeing needs of identified students, including developing resources, behaviour plans and classroom activities. All students requiring Behaviour Management Plans (BMPs) were supported, and students experiencing difficulty adjusting to the return to school process or needed to strengthen playground behaviours were also written a support plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the positive impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and the LaST allocation.</p>
<p>Literacy and numeracy</p> <p>\$7,250.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coal Point 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"> • Evidence based teaching practices. • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in data literacy and Stage assessment analysis • resources to support the quality teaching of literacy and numeracy • Additional Learning and Support release to develop Individual Student Support Plans (ISSP) <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals in ISSPs. All ISSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms, small group tuition or individual learning support. In addition, students had access to engaging Literacy and Numeracy resources during the learning from home period. Teachers participated in data analysis and improved their confidence in data literacy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reflect on the impact of current programs over time and ensure teaching and learning resources engage learners. Teachers also require time to meet with parents, carers and other agencies to monitor ISSPs of students with additional learning needs.</p>
<p>QTSS release</p> <p>\$52,919.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coal Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$52,919.70</p>	<p>including:</p> <ul style="list-style-type: none"> • Instructional Leadership drives school improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Teachers reflecting on practice, implementation of evidence-based strategies to support reading fluency. Teachers utilised PLAN2 and whole school assessment rubrics to assess students, particularly in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise QTSS allocation to support teachers in improving their teaching practice in the 2022 targeted area of Numeracy, specifically multiplicative strategies.</p>
<p>COVID ILSP</p> <p>\$89,483.16</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Fifty students in Years 2-6 receiving small group tuition 3x a week in reading and numeracy as needed in response to assessment. <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students in Year 3-6 with small group tuition, as identified through NAPLAN, Check-In Assessment and internal assessment tasks.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	112	116	131	137
Girls	130	147	148	144

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	96	94.6	94.1
1	94.3	94.9	94.2	93.7
2	93.5	94.8	93.9	93
3	94.1	94	95.5	92.9
4	93.5	94.7	94.1	92.3
5	95.1	92.8	95.6	93.9
6	92.9	94.5	91.2	93.2
All Years	94.3	94.6	94.2	93.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 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	414,349
Revenue	2,816,879
Appropriation	2,732,826
Sale of Goods and Services	15
Grants and contributions	83,054
Investment income	184
Other revenue	800
Expenses	-2,837,853
Employee related	-2,543,210
Operating expenses	-294,643
Surplus / deficit for the year	-20,974
Closing Balance	393,375

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	76,737
Equity Total	90,728
Equity - Aboriginal	7,197
Equity - Socio-economic	20,010
Equity - Language	2,400
Equity - Disability	61,121
Base Total	2,226,781
Base - Per Capita	68,778
Base - Location	0
Base - Other	2,158,003
Other Total	122,838
Grand Total	2,517,084

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

The 2021 Tell Them from Me (TTFM) surveys were used to assess parent/caregiver, student and teacher satisfaction. The following areas showcased our strengths:

TTFM Parent/Caregiver Survey

In the domain of 'Parents Feel Welcome', our parents/caregivers felt that they could easily speak to their child's teacher (7.3) and written information is in plain language (7.3). In the domain of 'Parents are Informed', parents felt that reports on their child's progress are written in terms they understand (7.6). Our parents/ caregivers also felt that teachers were interested in their child's interests (7.1). At CPPS, staff have worked hard to develop discipline processes and procedures that are based on high expectations of behaviour. In the 'School Supports Positive Behaviour' and 'Safety at School' domains, parents felt strongly that teachers expect their child to pay attention in class (7.9) and their child is clear about the rules (7.9). They also indicated that their child feels safe at school (7.2) and feel safe going to and from school (7.8). At CPPS, we will continue to work across domains to surpass the Government Norm.

TTFM Teacher Survey

Our school focus in Strategic Direction 3 was instructional leadership. Overall, the leadership domain has grown from 6.2, in 2020 to 6.3, in 2021. This upward trajectory is moving towards our school target, due to the systems that have been embedded around professional learning and building capacity in our staff, including effective collaboration of planning, teaching and learning. In the TTFM data teachers indicated that they talk to other teachers about strategies that improve student engagement (7.9) and they share their lesson plans and other material (7.7). A culture of collaboration will continue to be strengthened by the AP - Curriculum and Instruction and the QTSS funding allocation in 2022.

TTFM Student Survey

A variety of extra curricular activities were provided in 2021, with 60% of our students accessing these events, above the NSW Government Norm (NSW Govt Norm) of 55%. Students feel they have friends at school they can trust and who encourage them to make positive choices (89% School, 85% NSW Gov Norm). 97% percent of our students value school outcomes and 96% of our students have positive behaviours (NSW Govt Norm 83%). Our students indicated that we are well below the NSW Govt Norm for bullying (18%, NSW Govt Norm 36%) and also above for advocacy. The students feel they have someone at school who consistently provides encouragement and can be turned to for advice (8.0 School, 7.7 NSW Govt Norm). Student wellbeing will continue to be a priority in 2022, with the continuation of the You Can Do It! program and the introduction of Rock and Water.

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.