

2022 Annual Report

Coerwull Public School



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Introduction

The Annual Report for 2022 is provided to the community of Coerwull Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Coerwull Public School we believe that every student should be known, valued and cared for with a focus on delivering high impact evidence based practices informed by the data. Our vision, is to be one dynamic community working together to grow self-regulated learners, high functioning leaders and socially responsible citizens where every student, every teacher, every leader and every school improves every year.

School context

Coerwull Public is a split site located in the township of Lithgow. Current enrollments are 409. The school is steeped in history and tradition and in 2017 celebrated 150 years of public education and service to the Lithgow community. The school has a long history and connection with the state choral and recorder festivals, K-2 Frolic, representative sports, debating and public speaking and supported by a group of school patrons. The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

There are 72 ATSI (Aboriginal and Torres Strait Islander) and 34 EAL/D (English as an Additional Language or Dialect) students. The school has 2 Multi-Categorical and 1 Autism Class. A significant number of students come from a low socio-economic background. The average teaching experience, at the school is currently at 14 years.

The school is steeped in history and tradition and in 2017 celebrated 150 years of public education and service to the Lithgow community. The school has a long history and connection with the state choral and recorder festivals, K-2 Frolic, representative sports, debating and public speaking and supported by a group of school patrons.

The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach, to student well being, is a priority and enables students to connect, succeed and thrive.

Student Leadership is valued with students actively engaging and making decisions regarding learning goals and extra-curricular activities. Community partnerships including, the Aboriginal Education Consultative Group and the Greater Lithgow Valley Community of Practice are valued. A focus of the school will be to work with the Greater Lithgow Valley Community of Practice to implement the network reading strategy to improve student outcomes, engage in evidence based practices and participate in high quality professional learning.

As a result of the situational analysis process the school completed a detailed evaluation involving all stakeholders. Through the NAPLAN gap analysis, the school has identified system-negotiated targets areas in Reading, Numeracy and Attendance. Throughout our situational analysis, we have identified a need to further develop the data literacy skills of all staff to analyse, interpret and use data effectively with the purpose of improving student outcomes. Further work will need to occur to embed evaluative practices, to use reliable data to make evidence-informed decisions about teaching and learning.

Work will continue to further establish collaborative teaching practices with a focus on working collaboratively to manage the teaching and learning. To strengthen our collective teacher efficacy, the next step will be to develop skills in self-reflection, peer coaching and structured lesson observation.

A continued focus will be on strengthening visible learning strategies including; feedback, goal setting, learning intentions and success criteria as a key driver for empowering student voice and active participation in their learning.

Continued monitoring of student performance data, through the collaborative lense, will ensure responsive tiered interventions continue to respond to the needs of all students. Establishing formative and summative assessment schedules and practices will be a priority.

Establishing school based procedures, policies and strategies to improve the attendance rates, of all students, will continue to be a priority. Our work with Aboriginal students will be focused on the Premier's priorities through actively engaging in research based practices to improve engagement, community connections and establishing an authentic personalised learning pathways. A focus on Turning Policy into Action, Partnership Agreement and engaging in high quality professional learning such as the 8 Ways of Learning will be a priority.

Our work will be to create a culturally safe learning environment, for all students, to engage in a, respectful and responsible way through the equitable allocation of resources. To establish a learning culture of high expectations will continue to be the work of all staff.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop data literacy skills to inform planning, identify interventions, modify teaching practices based on research and evidence.

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.

- Numeracy
- Reading

Resources allocated to this strategic direction

Integration funding support: \$62,279.00

QTSS release: \$81,134.23

Socio-economic background: \$406,623.69

Aboriginal background: \$115,429.73

English language proficiency: \$6,673.00

Low level adjustment for disability: \$224,861.42

AP Curriculum & Instruction: \$180,685.20

Literacy and numeracy: \$52,505.95

Professional learning: \$40,685.14

Summary of progress

Our focus for 2022 was the use of explicit teaching and data driven practice to promote growth in literacy and numeracy. We analysed assessments such as Best Start, Phonological Awareness, Phonics, Check-in, NAPLAN and work samples to set target areas for explicit teaching. We had a narrow and deep focus on the teaching and learning cycle to improve teacher practice and improve student outcomes in the comprehension aspect of Connecting Ideas in Text. The Universal Resource Hub was our source of truth for professional learning and teaching and learning activities. Staff engaged in three weekly cycles of planning supported by the APCIs and Stage 3 Instructional Leader. The three weekly planning cycle enabled consistency across the school in regular data entry and analysis using PLAN2, a deeper understanding of the teaching and learning cycle and improved collaboration. We will continue this model in 2023.

We allocated funds to employ student liaison support officers (SLSOs) to support the delivery of targeted interventions to cater for the additional learning needs of students. Relevant assessments, analysis of data and student work samples informed decisions around the targeted interventions delivered in literacy. These interventions included MiniLit and MultiLit. Utilising SLSOs to deliver targeted intervention enabled consistency as teaching staff employed for intervention were regularly required to cover classes due to staff absences during COVID. We will continue to train and utilise SLSOs for literacy and numeracy intervention in 2023.

K-2 staff prepared for the new English and mathematics syllabus through the Engage phase of curriculum reform by completing the micro learning modules and other relevant professional learning in My PL. This was completed in stage teams to enable collaborative discussion. 2023 will see K-2 teachers implementing the new English and mathematics syllabus through the Enact phase of curriculum reform. 3-6 teachers will prepare for the new English and mathematics in semester 2 through the Engage phase of curriculum reform.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands • Increase in the percentage of students achieving in the top 2 bands to be above the school's lower bound	• 2022 NAPLAN data indicates 28.13% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.

<p>system-negotiated target in NAPLAN reading of 35.7%.</p>	
<ul style="list-style-type: none"> • Increase in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in NAPLAN numeracy 22.9%. 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 18.37% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
<p>Improvement as measured by the School Excellence Framework:</p> <p>In the Learning Domain: Assessment trending toward Sustaining and Growing</p> <p>In the Teaching Domain: Data Skills and Use trending toward Sustaining and Growing</p> <p>In the Teaching Domain: Effective Classroom Practice trending toward Sustaining and Growing</p> <p>In the Teaching Domain: Professional Standards- Sustaining and Growing</p> <p>In the Teaching Domain: Learning and Development trending toward Sustaining and Growing</p>	<ul style="list-style-type: none"> • In the learning domain: Assessment -Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing • In the Teaching Domain: Data Skills and Use- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing • In the Teaching Domain: Effective Classroom Practice- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing • In the Teaching Domain: Professional Standards- Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing • In the Teaching Domain: Learning and Development- Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing
<p>Increase the % of Aboriginal students achieving top 3 NAPLAN bands in reading to be at the lower bound target of 49.8%</p>	<ul style="list-style-type: none"> • 35.29% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound system negotiated target.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading by 4% to meet the lower bound target of 70.2%. 	<ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled continued growth reflected in classroom practice and use of ongoing assessment data.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy by 7% to meet the lower bound target of 59.8%. 	<ul style="list-style-type: none"> • Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled continued growth reflected in classroom practice and use of ongoing assessment data.
<p>Increase the % of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be at the lower bound target of 32.4%</p>	<ul style="list-style-type: none"> • 11.76% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress above the lower bound target of 26.2%

Strategic Direction 2: Learning Culture and Engagement

Purpose

In order to establish a learning culture where students have a sense of belonging, connectedness, meaningful relationships and purpose, we will provide opportunities for students to speak, problem solve and collaborate with others.

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.

- Learning Culture
- Engagement

Resources allocated to this strategic direction

Location: \$7,678.32

Summary of progress

To support student attendance we developed systematic attendance procedures and utilised the SENTRAL parent portal to communicate with parents and follow up on student absences. We also assigned a dedicated attendance supervisor to collect and analyse attendance data and to support staff around attendance processes. The supervisor also consulted with the Home School Liaison Officer (HSLO) to re engage some of our student and families. Staff tracked attendance data on our whole school data wall however we lost consistency with this during the year. We used existing structures such as attendance rewards and resources to promote positive attendance. Unfortunately, due to the impact of Covid lockdowns and student and staff sickness it was difficult to gain momentum. In 2023, our next phase of work will be to engage in the Attendance Matters self assessment, embed professional learning around attendance procedures in staff meetings, ensure positive reinforcement for attendance is clearly articulated in policy and involve our families/community in attendance procedures. more regularly.

Our focus as a school has been developing a whole school understanding of the new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to ensure all students can reach their potential. The executive led the engagement in each of the implementation packages, ensuring that through a student-centred approach, there was a clear understanding of the guidance, support, training and resources for schools, teachers and leaders to strengthen their skills and confidence. The design and implementation of systems, processes and practices in each of the three focus areas will support our school to improve student outcomes by strengthening student engagement and participation. We engaged in policy familiarisation, activities, and support to guide our school in ensuring compliance with the reform agenda.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending more than 90% of the time by 4.7% to meet the lower bound target of 76.2%.	• The number of students attending greater than 90% of the time or more has decreased by 5.61%.
Increase the positive responses from the Tell Them From Me survey to be above 90%.	• 81.31 % of students reporting positive wellbeing outcomes has increased by 3.41% across the positive wellbeing measures.
Improvement as measured by the School Excellence Framework: In the Learning Domain: Learning Culture-trending towards Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture. Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing

In the Learning Domain: Wellbeing-
trending towards Excelling

Purpose

In order to maximize student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop consistent school wide practices for assessment to monitor, plan and report on 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.

- Assessment

Resources allocated to this strategic direction

Summary of progress

Our work around assessment in 2022 involved a deep dive into the explicit areas of assessment through our participation in the Leading Evaluation, Evidence and Data (LEED) project. As a result of a staff survey the area of transparency, in particular the use of Learning Intentions and Success Criteria (LISC) for explicit teaching was our focus. Staff engaged in high impact professional learning led by the APCI that involved high expectations and non negotiables. We used the gradual release of responsibility model to support staff in their learning. We worked in three weekly cycles linked to the work we were doing in SD1 with Connecting Ideas in Text. Staff feedback has shown increased confidence in using LISC and observations show that the use of LISC extended beyond our comprehension focus into other Key Learning Areas. Students articulate what success looks like for them and are able to self and peer assess against co constructed LISC. We will maintain this focus in 2023 and explicitly focus on questioning and feedback. 2023 will also involve reviewing our assessment schedule to align with the new English and Mathematics syllabus documents.

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
<ul style="list-style-type: none">• Value-added K-3 Delivering towards Sustaining and Growing• Value-added 3-5 Delivering towards Sustaining and Growing• Value-added 5-7 Delivering towards Sustaining and Growing	<p>Value added 2021 K-3 is not available for 2022 due to changes in the Best Start Kindergarten assessment in 2018</p> <p>Value added 3-5 - at delivering</p> <p>Value added 5-7 -at delivering</p>
<p>Assessment against the School Excellence Framework:</p> <p>In the Learning Domain: Assessment-trending towards Sustaining and Growing</p> <p>In the Learning Domain: Student Performance Measures- trending towards Sustaining and Growing</p>	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use while the element of assessment has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,279.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coerwull 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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs in the classroom. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate 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 student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$115,429.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coerwull Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • creation of school literacy resources embedding minilit program into Stage 1 to support literacy improvement. <p>The allocation of this funding has resulted in the following impact: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$6,673.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coerwull 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"> • Reading

<p>English language proficiency</p> <p>\$6,673.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning to meet the needs of our EAL/D learners</p>
<p>Low level adjustment for disability</p> <p>\$224,861.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Coerwull 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Minilit to increase learning outcomes • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions. Identified students were case managed by the intervention team. Progress monitored and adjustments made every five weeks. Internal and external data used to monitor progress.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine our five weekly literacy data focus with an emphasis on providing evidence to triangulate our data.</p>
<p>Location</p> <p>\$7,678.32</p>	<p>The location funding allocation is provided to Coerwull Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: increased opportunities and choices for all students to participate in.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$40,685.14</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coerwull Public School.</p>

<p>Professional learning</p> <p>\$40,685.14</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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher APCI Stage 3 to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • APCI's lead professional learning linking it to LEED • Stage teams overseen by APCI's implement a consistent approach for planning and teaching thinkalouds <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Ongoing development in the Clarity suite PL for teachers to embed effective practices in the explicit teaching of reading to improve the outcomes for all students.</p>
<p>Literacy and numeracy</p> <p>\$52,505.95</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coerwull 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Targeted literacy and numeracy intervention for Stage 1 tier 2 and 3 students. This was inconsistent due to staffing shortages</p> <p>After evaluation, the next steps to support our students will be: Employ a highly skilled interventionist to check in with Stage 1 students in Term 1 and provide reading intervention to ensure students are on track.</p>
<p>QTSS release</p> <p>\$81,134.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coerwull 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teaching staff allocation to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Identified Stage 3 students receiving intensive literacy support.</p> <p>After evaluation, the next steps to support our students will be: To continue this high level of support to Stage 3 students in 2023.</p>
<p>COVID ILSP</p> <p>\$190,570.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p>

<p>COVID ILSP</p> <p>\$190,570.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 the following impact: Due to limitations with staffing our COVID groups were not able to go ahead as planned. Staff were covering classes to enable the school to function and so every student had a high quality teacher in front of them.</p> <p>After evaluation, the next steps to support our students will be: Employ SLSOs who will not be required to cover classes and train them in evidence based practices to improve student outcomes in reading. More solid planning around key staff to employ to prioritise the time and funding for COVID ILSP</p>
<p>Socio-economic background</p> <p>\$406,623.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coerwull 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSOs to support intervention in the classroom to improve the reading outcomes students. • employment of an interventionist to work with our Stage 3 Aboriginal students whose needs were identified through the Check In assessment. <p>The allocation of this funding has resulted in the following impact: Students were supported in classrooms to develop and improve their literacy skills.</p> <p>After evaluation, the next steps to support our students will be: To continue this in class support model across the school to provide literacy support for our students.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Reading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&Is build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>APC&I to build capacity of middle leaders and support stage teams in the area of Curriculum Reform in particular literacy and numeracy across KLA's and the new English and Mathematics syllabus K-2.</p>

AP Curriculum & Instruction

\$180,685.20

The allocation of this funding has resulted in the following impact:
APC&1 working with middle leaders to help them lead their teams in using evidence based practices, data skills and explicit teaching through high impact professional learning to improve classroom practice.

After evaluation, the next steps to support our students will be:
To continue this model in 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	224	210	193	190
Girls	199	197	190	193

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	92.3	89.1	90.8
1	93.0	91.6	89.8	87.2
2	93.8	94.0	90.6	87.8
3	91.9	93.5	91.2	89.3
4	92.0	91.5	91.6	88.6
5	89.0	92.9	87.3	88.8
6	91.2	91.1	89.0	86.3
All Years	92.0	92.3	89.7	88.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.2
Classroom Teacher(s)	18.41
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	330,995
Revenue	5,776,516
Appropriation	5,686,855
Sale of Goods and Services	1,811
Grants and contributions	87,055
Investment income	695
Other revenue	100
Expenses	-5,388,816
Employee related	-4,810,990
Operating expenses	-577,826
Surplus / deficit for the year	387,700
Closing Balance	718,695

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.

	2022 SBAR Adjustments (\$)
Targeted Total	62,279
Equity Total	753,588
Equity - Aboriginal	115,430
Equity - Socio-economic	406,624
Equity - Language	6,673
Equity - Disability	224,861
Base Total	3,923,073
Base - Per Capita	100,905
Base - Location	7,678
Base - Other	3,814,490
Other Total	556,430
Grand Total	5,295,370

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

In 2022, the school sought the opinions of parents, students and teachers about the school.

Most teachers (>90%) strongly agreed that they:

- Know all students in their classes
- Use data to inform decisions
- Define learning expectations
- Acknowledge that the principal shares decisions
- Staff value time to collaborate with a focus on teaching and learning

Students indicated;

- 92% of K-6 students surveyed could name a key staff member as an advocate at school.
- 95% of students surveyed could state the school wide expectations for behaviour in all settings.
- 92% of students surveyed were able to state the school expectation of being a safe, reliable and responsible learners.
- All students surveyed indicated that they valued opportunities to be involved in their learning and provided with leadership activities.

Parents/Carers indicated:

- They value opportunities to meet with teachers to discuss the learning progress of their child.

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.