

# 2022 Annual Report

## Coolamon Central School



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# Introduction

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

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

## School contact details

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## School vision

Coolamon Central School works in partnership with parents to build a positive learning environment based on being respectful, being responsible, and being ready to learn. Our students are involved in collaborative learning, demonstrating an appreciation for diversity and nurturing inclusivity.

At Coolamon Central School our students are supported to become life-long reflective learners and resilient individuals who show initiative and take responsibility for their actions. Students are encouraged and supported to engage in leadership opportunities and have a voice in the school's educational journey.

Coolamon Central School staff are an effective educational team with a commitment to further develop their teaching practices to cater for an ever-changing learning environment, fostering student skills and supporting emotional development for lifelong success.

## School context

Coolamon Central School is located approximately 40km North West of Wagga Wagga in the Riverina on Wiradjuri land. It is a comprehensive K - 12 school with an enrolment of 330 students, including 9% Aboriginal students. Primary has seven staged classes, whilst Secondary are in staged cohorts in Years 7 to 10 and Years 11 and 12 are provided a broad curriculum driven by student needs. Our students come from diverse backgrounds, reflecting our large and varied catchment area.

The school strives to foster a proactive partnership with parents and the community in a rural environment and collaborates with its partner Primary schools. The wellbeing of all students and staff is a key focus. Coolamon Central School has a highly professional and enthusiastic staff. The school is well resourced with future orientated and modern technological facilities.

Coolamon Central School students are supported through strong wellbeing and learning initiatives. The school has a focus on quality differentiated teaching and learning through a broad range of flexible strategies and programs to cater for diverse student needs. All students are catered for in a mainstream learning environment with an emphasis on inclusivity, individual learning support and extension as required. Our students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and extra-curricular activities.

The school has evaluated its current practices and consulted with parents, staff, students and the Aboriginal Educational Consultative Group. From this, the school has identified that a focus on using assessment data to understand student progress, enhancing teacher quality and wellbeing is essential for ongoing school improvement.

The school will continue to evaluate our progress in supporting students based on our values of being respectful, responsible and ready to learn.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes all students reach or exceed their expected growth in reading and numeracy through explicit evidence based teaching informed by data.

### 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.

- Use of data to inform teaching practice
- Curriculum delivery

### Resources allocated to this strategic direction

**Professional learning:** \$30,000.00  
**Low level adjustment for disability:** \$143,154.89  
**Socio-economic background:** \$195,000.00  
**Per capita:** \$74,341.39  
**AP Curriculum & Instruction:** \$180,685.20  
**Beginning teacher support:** \$10,000.00  
**Aboriginal background:** \$10,000.00  
**Integration funding support:** \$424,439.00

### Summary of progress

The focus for 2022 was on assessment and classroom practice to build a positive learning culture.

This involved structured time for staff collaboration with a focus on "What Works Best" modules to refine the use of data to enhance teaching and learning to target identified areas of student need. This included professional learning for all staff to refine assessment design and implementation. As a result all staff completed two target modules of "What Works Best" including Assessment and Classroom Management. Staff collaborated with teams to adjust teaching and learning with the aim to target identified areas of need. Staff reflected positively on the opportunity to engage in professional discussions that directly impacted on their classroom practice. Further impact was evident through peer observation carried out as part of this initiative, which supported the enhancement of a positive culture across teams to collaborate with colleagues and to embrace peer observation as an effective tool to build their capacity as educators.

Next year the focus will on:

#### Data informed practice

- assessment and reporting which will support further improvement towards analysing data to support student growth and differentiation of lessons for all students through peer collaboration where students will have the capacity express their understanding of content

#### Curriculum Delivery

- the focus will be to utilise "What Works Best" - High Expectations module to the new curriculum reform professional learning involving staff working in collaborative groups to ensure a culture of high expectations is established and maintained.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Primary:</b> Percentage of students in the top two bands of reading increases by 4%.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 45% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.</li></ul>

<b>Primary:</b> Percentage of students in the top two bands for numeracy increases by 5%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 18% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.</li> </ul>
<b>Primary</b> Percentage of students achieving expected growth in reading increases by 8%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<b>Primary:</b> Percentage of students achieving expected growth in numeracy increases by 3%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<b>Secondary:</b> Percentage of students in the top two bands for reading increases by 7%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 22% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.</li> </ul>
<b>Secondary:</b> Percentage of students in the top two bands for numeracy increases 6%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 13% of students in the top two skill bands for numeracy indicating the school is on track to achieve the system negotiated target and maintain progress beyond the target baseline by 2% .</li> </ul>
<b>Secondary:</b> Percentage of students achieving expected growth in <b>reading</b> increases by 2%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<b>Secondary:</b> Percentage of students achieving expected growth in <b>numeracy</b> increases by 1%..	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<b>HSC attainment</b> Percentage of results in Top 3 Bands HSC increases by 7%.	<ul style="list-style-type: none"> <li>• 16% of students attained results in the top three bands demonstrating progress toward the target.</li> </ul>

## Strategic Direction 2: Quality teaching practice

### Purpose

Continuous teacher growth and improvement is achieved through collaborative and measurable approaches to quality teaching, curriculum planning, assessment and delivery.

### 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.

- Collaboration
- High Expectations Culture

### Resources allocated to this strategic direction

**Professional learning:** \$7,548.00

**Beginning teacher support:** \$40,248.00

**Location:** \$10,000.00

**Aboriginal background:** \$7,000.00

**QTSS release:** \$29,649.62

### Summary of progress

The focus for 2022 was on embedding regularly dedicated time for collaborating with colleagues to plan, develop and refine teaching and learning programs.

This involved the employment of additional staff to implement timetable release time for every teacher and the structuring of the whole school timetable to allow appropriate collegiate teams to meet and develop professionally with a focus on quality teaching practice. As a result, staff initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and efficacy. Targeted programs were sourced in both primary spelling and HSC courses. Staff were trained and commenced implementation of these programs. These programs will be reviewed in 2023 to ascertain their effectiveness in relation to student growth.

Next year the focus will be:

#### Collaboration

- Purposeful Performance Development Plan (PDP) process to further engage staff to collaborate with a focus on high quality curriculum delivery and high impact HSC professional learning.
- The Central School focus will be collaborative learning across primary and secondary around building resilience of students and staff to maximise learning opportunities and engagement for all.

#### High expectations culture

- To develop school based processes for communicating with the wider community to one centralised system.
- To strengthen and refine structures to enhance student engagement by ensuring student needs are considered and staff expertise is fully utilised.
- All teachers participate in First Nations cultural professional learning sessions to authentically develop a stronger understanding of Aboriginal culture and history.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Collaboration</b>  Collaboration of School data through participation in the LEED project will increase above 70% confidence in the	The 2022 "What Works Best" survey results showed growth well above 70% in the confidence of staff in relation to the use of data and collaboration

use of data and collaboration practices.	
<b>HSC Completion</b> Successful completion of HSC and curriculum requirements will increase annually.	HSC completion data reflects a decrease in the percentage of students completing the HSC. However, the data from student exit surveys indicates successful outcomes and destinations are increasing.
<b>Aboriginal HSC attainment</b> Percentage of Aboriginal students obtaining their HSC while maintaining their cultural identity in the Narrandera network continues to increase.	No Aboriginal students completed the HSC in 2022 at Coolamon Central School.  The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased.



## Strategic Direction 3: Wellbeing for all

### Purpose

All members of the school community are able to engage with the school for a collective purpose to provide a safe, accepting learning environment that enables students to succeed.

### 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.

- Building resilience
- Creating Capacity

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,000.00

**Location:** \$38,223.28

**Per capita:** \$5,000.00

**Student support officer (SSO):** \$96,058.00

**Aboriginal background:** \$8,947.25

**Professional learning:** \$8,000.00

**School support allocation (principal support):** \$20,242.00

### Summary of progress

The focus for 2022 was to build positive and safe learning environments with a focus on supportive relationships across the whole school community. This involved a whole school review and refinement of the student wellbeing structures and rewards, including the employment of additional wellbeing staff (Chaplain, Students Support Officer and Relationships Australia), the purchasing and planning of external wellbeing programs, to assist staff to deliver a targeted content across the curriculum to support student wellbeing. Staff relationships and professionalism were strengthened through regular development sessions and the purchasing of external resources to support this initiative. As a result the "Tell them from me" data reflects pleasing gains in scores related to belonging and connection between all parties. This is further reflected in the school's Sentral data which indicated significant increases in positive entries and a reduction in negative entries.

Next year the focus will continue to build on the area of "Resilience" across all facets of the school, which will support further improvement towards improvements in engagement in learning, attendance and less negative interactions.

### Building resilience

- To commence "The Resilience Project" across K to 12, staff and families to enhance the wellbeing of the community at large by developing school based structures and dedicated time to allow for delivery and implementation.

### Building capacity

- Building staff leadership capacity through targeted professional learning and opportunities to develop leadership skills and capacity.
- Students will be provided with opportunities to access internal and external programs that focus on leadership skills and development.

### 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
Percentage of students attending for greater than 90% of the time increases by 6% in primary.	• The number of students attending greater than 90% of the time or more has decreased by 24%
Percentage of students attending for	• The number of students attending greater than 90% of the time or more

greater than 90% of the time increases by 6% in secondary.	has decreased by 25%
Percentage of students demonstration an increased sense of belonging, high expectations and advocacy continues to increase in primary.	<ul style="list-style-type: none"> <li>• The percentage of students demonstrating sense of belonging increased by 8%</li> <li>• The percentage of students demonstrating High expectations increased by 7% to 100%</li> <li>• The percentage of students demonstrating Advocacy increased by 12%</li> </ul>
Percentage of students demonstration an increased sense of belonging, high expectations and advocacy continues to increase in secondary .	<ul style="list-style-type: none"> <li>• The percentage of students demonstrating sense of belonging increased by 2%</li> <li>• The percentage of students demonstrating High expectations decreased by 4%</li> <li>• The percentage of students demonstrating Advocacy decreased by 10%</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$424,439.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coolamon Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum delivery</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of HSC support mechanisms</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All Personalised Support Learning Plans 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><b>After evaluation, the next steps to support our students will be:</b> 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 Personalised Support Learning Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$202,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coolamon Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform teaching practice</li> <li>• Curriculum delivery</li> <li>• Building resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support COVID and Learning support program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> NAPLAN results in Yr 3 and 5 show some decline but remain above Statistically Similar School Groups. NAPLAN results in both Yr 7 &amp; 9 show positive gains with both State and Statistically Similar School Groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage the literacy and numeracy Assistant Principal Curriculum and Instruction to support our trajectory towards achieving targets. Next year, the school will secure a Student Support Officer as an additional staff member and continue to provide external support from Mission Australia Youth Outreach Worker to focus on improving our attendance rates and supporting home partnerships.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$25,947.25</p>	<p>needs of Aboriginal students at Coolamon Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum delivery</li> <li>• High Expectations Culture</li> <li>• Building resilience</li> <li>• Creating Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (Student Learning and Support Officers) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase attendance across Aboriginal students and a greater number of families engaging in the Personalised Learning Pathways 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 an increase of 8 % of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Further focus on the celebration of culture within the Aboriginal Cohort and the wider school community.</p>
<p>Low level adjustment for disability</p> <p>\$143,154.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Coolamon Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform teaching practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> - an increase of students achieving at or above expected growth in school based assessment results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will</p>

Low level adjustment for disability \$143,154.89	provide additional support for identified students through the employment of trained Student Learning Support Officers.
Location \$48,223.28	<p>The location funding allocation is provided to Coolamon Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Building resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased subject opportunities and choices for students.</li> <li>- improved HSC results</li> <li>- less wellbeing referrals and better classroom engagement</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning opportunities for staff to relationships and collaboration with other schools, supporting the school to increase collaboration and overcome isolation.</p>
Professional learning \$45,548.00	<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 Coolamon Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to inform teaching practice</li> <li>• Curriculum delivery</li> <li>• Collaboration</li> <li>• Creating Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning time for all staff in collegiate teams</li> <li>• engaging a specialist teacher/presenter to unpack evidence-based approaches assessment and programming</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> <li>- providing additional staffing to allow teams to meet regularly for planning and collaboration</li> </ul> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>- increased capacity of all teachers to embed effective practices from the "What Works Best " modules, resulting in improved internal student results.</li> <li>- greater conversations among collegiate teams with more aligned and consistent planning and assessment</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and the opportunity for greater collaboration and sharing.</p>
QTSS release \$29,649.62	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coolamon Central School.

<p>QTSS release</p> <p>\$29,649.62</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</li> <li>- teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$132,946.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Spelling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li> </ul>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coolamon Central School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building resilience</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Unable to recruit a staff member for this role</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Unable to recruit for this position resulting in no progress</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Student support officer (SSO) \$96,058.00	Fill the position and target student wellbeing across K-12
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	139	148	135	148
Girls	165	172	179	192

### 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 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.

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.



## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	94.6	93.7	86.9
1	92.1	93.0	90.8	86.6
2	92.9	93.1	90.9	82.2
3	91.7	95.4	93.9	82.5
4	92.2	94.9	91.8	87.2
5	92.1	94.0	90.9	85.1
6	95.2	92.8	89.7	85.7
7	91.4	95.2	88.9	83.2
8	86.5	89.5	90.8	81.3
9	87.3	90.3	84.7	82.3
10	85.8	88.2	82.1	73.7
11	88.6	91.1	85.5	80.0
12	93.1	83.8	86.8	80.9
All Years	90.3	91.9	89.1	82.8
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	34	6
Employment	60	42	39
TAFE entry	40	24	18
University Entry	0	0	25
Other	0	0	6
Unknown	0	0	6

### Year 12 students undertaking vocational or trade training

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55.56% of Year 12 students at Coolamon Central School undertook vocational education and training in 2022.

### Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Coolamon Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3.2
Head Teacher(s)	4
Classroom Teacher(s)	20.79
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.79
Other Positions	0.6

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	352,222
<b>Revenue</b>	6,920,445
Appropriation	6,794,505
Sale of Goods and Services	7,552
Grants and contributions	115,771
Investment income	2,458
Other revenue	159
<b>Expenses</b>	-6,498,178
Employee related	-5,783,808
Operating expenses	-714,370
<b>Surplus / deficit for the year</b>	422,267
<b>Closing Balance</b>	774,489

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	410,571
<b>Equity Total</b>	371,116
Equity - Aboriginal	25,947
Equity - Socio-economic	202,014
Equity - Language	0
Equity - Disability	143,155
<b>Base Total</b>	4,480,170
Base - Per Capita	79,341
Base - Location	48,223
Base - Other	4,352,605
<b>Other Total</b>	1,140,324
<b>Grand Total</b>	6,402,181

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

## School performance - NAPLAN

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

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

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



## Parent/caregiver, student, teacher satisfaction

Our schools seeks feedback from our stakeholders, the information below has been taken from Tell Them From Me survey 2022:

### Primary Snapshot

- students' advocacy at school has increased
- students' expectation of success has increased
- students' sense of belonging has increased
- instances of bullying have decreased
- student perseverance has increased
- advocacy and positive learning climate have remained stable

### Secondary Snapshot

- Student sense of belonging has increased
- positive behaviour has increased
- student perseverance and growth have increased
- student aspiration finish Year 12 has made gains
- student academic outcomes have remained relatively steady

### Staff Snapshot

- teachers collaborate with each other about strategies that increase student engagement
- teachers set high expectations for student learning
- teachers use data to help understand where students are having difficulty, to inform lesson planning and to give students feedback
- teachers establish clear expectations for classroom behaviour and strive to understand the learning needs of students with special learning needs

### Parent Snapshot

- the school supports positive behaviour has increased
- school staff take an active role in making sure all students are included in school activities
- their child is encouraged to do his or her best work
- reports on student progress are written in terms parents understand
- the school's administrative staff are helpful when they have a question or problem

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.