

# 2022 Annual Report

## Coolongolook Public School



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# Introduction

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

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

## School contact details

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## School vision

Coolongolook Public School is a place where every student has the opportunity to improve and realise their personal best every day. The whole school community fosters high expectations for our students to achieve excellence in all areas. Our school core values of 'respectful, safe and switched on' underpin all that we do. The school promotes a culture of continuous improvement through innovative teaching, collaboration and inspired learning. We aim to build resilient, creative and confident students who are engaged and challenged to learn, having strong foundations in literacy and numeracy for future success.

## School context

Coolongolook Public School has an enrolment of 23 students, which includes 12 boys, 11 girls and 2 Aboriginal students. Our school is located on the Mid North Coast of NSW and is a focal point of the small rural community it has served since 1883. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students, families and the wider community ensures our school maintains a high standard of success in a respectful, safe and switched-on learning environment.

Our staffing allocation allows for two classes, where our dedicated teachers are able to differentiate and customise learning for individual students. The classes are supported by a Learning Support Teacher who assists identified students with individual learning programs. Both classrooms are also supported by Student Learning Support Officers who implement and monitor specific learning programs.

Staff members participate in relevant professional learning ensuring students are engaged in current, evidence-based quality learning. Teacher professional learning is strengthened by an Assistant Principal Curriculum and Instruction who provides training and support in current research-based curriculum delivery.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan. These include curriculum planning, explicit teaching and data skills and use.

The school offers many extra-curricular activities including sport, art and a music program which includes individual, small group and whole class lessons.

Every member of our school community is known, valued and cared for at Coolongolook Public School.



## 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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	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 strengthen student knowledge and improve academic outcomes in literacy and numeracy by implementing whole school processes for collecting and analysing data that closely track student progress and inform targeted teaching. We will build teacher capacity and efficacy through evidence based professional learning and collaboration within and across school settings.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Socio-economic background:** \$58,499.63

**Aboriginal background:** \$12,931.57

**Integration funding support:** \$24,000.00

**English language proficiency:** \$2,400.00

**Professional learning:** \$2,446.58

**QTSS release:** \$653.42

### Summary of progress

In Reading, we achieved our Small School's target in increasing the number of students achieving in the top two bands. Working towards these goals, teachers continued to embed Close Reading in 2022. During Semester One, all staff refreshed their understanding of all components of this pedagogy by nominating areas requiring further support. During Semester Two, staff began professional learning based around the new K-2 English Syllabus, led by the Assistant Principal Curriculum and Instruction. Moving forward, we will use the DET's Universal Resources Hub for additional support in teaching students comprehension and the understanding of texts as well as K-2 Syllabus implementation.

In Numeracy, we weren't able to achieve the Small School's 2022 target. As a staff, we reflected on the high number of students who scored in the top middle band in both Year 3 and 5 and how we could move these students in future years. During 2022, all teachers continued to analyse and use data to drive programming and teaching. Staff continued to use Essential Assessment along with other data collection tools to regularly analyse student assessment. Data conversations with the Assistant Principal Curriculum and Instruction continued during 2022, allowing staff to reflect on student progress and cater to individual needs. Number Talks, Success Criteria, Learning Intentions and Individual Student Learning Goals will continue to be implemented in 2023 with added focus on Learning Walks and the Traffic Light system. A combined school Professional Development Goal focusing on effective feedback will be further embedded for teaching staff in 2023.

The school has achieved our 2022 target of meeting 'Sustaining and Growing' in the area of Data Skills and Use. The theme of 'Data use in planning' continues to be an area of focus in 2023. School staff will look to further engage the school community to reflect on student progress and achievement data, which will include joint development of goals to improve student learning during termly student goals meetings.

Due to a disrupted 2022 learning cycle, our target around attendance was not achieved. We will continue to support our families to improve attendance in 2023.

When reflecting on Effective Classroom Practice, Lesson Planning, the school continues to work towards 'Sustaining and Growing' in this theme. Teachers are effectively using Close Reading and Guided Reading data to inform planning but further focus needs to be given to data driven practices when planning in literacy including the implementation of the new K-2 syllabus.

### 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>System negotiated target</b>  <b>NAPLAN top two bands</b> <ul style="list-style-type: none"> <li>Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN reading from 28.8% to be at or above the Great Lakes Small Schools Network lower bound system negotiated target in reading of 34.8%.</li> </ul>	<p>The percentage of students in the top two bands in reading was 44.4% (4/9 students) which was above the Great Lakes Small School Network target of 34.8%.</p> <p>An increased percentage of students achieved in the top two skill bands for reading indicating the school contributed toward the network small schools target being met. Cohort size precludes the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<ul style="list-style-type: none"> <li>Improvement in the percentage of students in the Great Lakes Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 21.9% to be at or above the Great Lakes Small Schools Network lower bound system negotiated target in numeracy of 21.9%.</li> </ul>	<p>The percentage of students in the top two bands in numeracy was 11.1% (1/9 students) which was below the Great Lakes Small School Network target of 21.9%.</p> <p>An increased percentage of students achieved in the top two skill bands for numeracy contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.</p>
No progress measure owing to cancellation of NAPLAN 2020.	Owing to the cancellation of NAPLAN 2020, the school is unable to measure this growth area.
No progress measure owing to cancellation of NAPLAN 2020.	Owing to the cancellation of NAPLAN 2020, the school is unable to measure this growth area.
School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Data Skills and Use' indicates the school has achieved 'Sustaining and Growing'.	Self-assessment against the School Excellence framework shows the theme of Data Skills and Use to be sustaining and growing.
<b>System negotiated target</b>  Increase the percentage of students attending school more than 90% of the time to 75% which is above the lower bound target of 70%.	The attendance rate for the 2022 school year of students attending more than 90% of the time is well below the lower bound target of 70% but is above the state average.
School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Effective Classroom Practice', in the theme of 'Lesson Planning', indicates the school has achieved 'Sustaining and Growing'.	Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice in the theme of Lesson Planning to be delivering and moving towards sustaining and growing.
<b>NAPLAN Value-Add</b>  Scout Value Add report levels are:  <b>K-3</b> - Delivering to Sustain and Growing  <b>3-5 and 5-7</b> - Delivering to Sustaining and Growing	Owing to the cancellation of NAPLAN 2020, the school is unable to provide data in this area.
At least 75% of students in K-6 achieve or exceed expected levels in the two identified areas of: <ul style="list-style-type: none"> <li>Quantifying Numbers</li> <li>Understanding Texts</li> </ul>	PLAN 2 data indicated that both our K-2 and 3-6 classes were able to achieve the target for Quantifying Numbers and Understanding Texts.

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

To embed a high quality whole school approach to curriculum provision and evidence based practice, that provides differentiated, optimised learning for all students across a full range of abilities.

### Initiatives

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

- Curriculum Planning and Delivery
- Explicit Teaching

### Resources allocated to this strategic direction

**Professional learning:** \$2,900.00

: \$3,250.00

**QTSS release:** \$4,173.26

### Summary of progress

During 2022, the school continued to focus on collaborative programming and our explicit practice in literacy and numeracy. Allocations were made once again for staff to share expertise and work together to create engaging data driven programs to meet student needs. Program sharing and observations of 'Close Reading' were timetabled, with the Assistant Principal Curriculum and Instruction and classroom teacher continuing to meet regularly to reflect on explicit approaches and lesson content. Ongoing professional learning was also undertaken by staff to revise evidence-based practice in reading and comprehension and time was allocated for staff to complete professional learning around the implementation of the K-2 syllabus. During 2023, our focus will be to embed Close Reading as a tool to address student need in reading, and to identify and support our high potential gifted and talented students in all aspects of their learning. Visible Learning is now embedded in all learning areas with additional focus now being given to teacher feedback from 'Learning Walks'. Teachers continued to explore and implement learning from the Universal Learning Hub.

### 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
School self-assessment and external validation against the School Excellence Framework in the learning domain element of 'Curriculum' indicates the school is maintaining 'Delivering' and moving towards 'Sustaining and Growing'.	Self-assessment against the School Excellence framework shows the theme of Curriculum to be delivering and moving towards sustaining and growing.
School self-assessment and external validation against the School Excellence Framework in the teaching domain element of 'Effective Classroom Practice', in the theme of 'Explicit teaching', indicates the school has achieved 'Sustaining and Growing'.	Self-assessment against the School Excellence framework shows the element of Effective Classroom Practice in the theme of Lesson Planning to be delivering and moving towards sustaining and growing.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$117,324.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coolongolook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Student Learning Support Officers have sourced and created necessary resources to support student learning, progress and achievement. Identified students were supported to reach and re-assess their learning goals. Individual programs were designed in collaboration with the class teachers and learning goals were set for individual students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support identified students, with a more in-depth and consistent use of data to monitor next steps in learning.</p>
<p>Socio-economic background</p> <p>\$58,499.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coolongolook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</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 small group differentiated learning program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of small group differentiated learning in reading, writing and numeracy has allowed teachers to work closely with individual students and assist with their point in time learning. Improved PLAN2 and Essential Assessment data has highlighted the success of this program and the benefits for each student and their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide small group differentiated learning in reading, writing and numeracy and allocate a percentage of this funding to our High Potential Gifted and Talented students.</p>
<p>Aboriginal background</p> <p>\$12,931.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coolongolook Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$12,931.57</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching staff have prioritised Aboriginal perspectives in their lessons ensuring connection to culture. During NAIDOC week celebrations, students were immersed in cultural learning including dance, art, food and storytelling, supporting the development of a better understanding of the Aboriginal and Torres Strait Islander culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to strengthen our relationship with the local Aboriginal community in order to strengthen and build on current relationships, respect for culture and continue to develop knowledge and use Gathang language.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coolongolook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved understanding and skills for all staff in supporting literacy learning in both classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement current learning into classroom activities to assist all students needing additional support.</p>
<p>Low level adjustment for disability</p> <p>\$27,776.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Coolongolook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student was engaged and attendance improved, with short term individual learning and behaviour goals met. The classroom teacher was able to continue whole class learning and teach all syllabus outcomes.</p>

<p>Low level adjustment for disability</p> <p>\$27,776.48</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The student has now enrolled in another school.</p>
<p>Location</p> <p>\$3,185.64</p>	<p>The location funding allocation is provided to Coolongolook Public 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>• Other funded activities</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students having access to engage in incursions so that they can learn from experts in various fields. Technology was also enhanced to enable online participation in incursions, online subscriptions and assessment tools.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To support students with financial assistance where needed, to enable inclusion in excursions. Funds will also be used to support teachers to participate in professional learning that may require travel or overnight expenses.</p>
<p>Professional learning</p> <p>\$5,346.58</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 Coolongolook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Curriculum Planning and Delivery</li> <li>• Explicit Teaching</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>• additional staffing to support staff collaboration in the planning and implementation of a high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data conversations and updating of teaching and non-teaching Performance Development Plans are becoming embedded practice, where staff support their own professional needs as well as the learning of individuals, small groups and whole class. In addition, staff collaboration has resulted in refined programming that has further supported individualised student learning based on evidence-based practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support staff professional needs as well as the needs of students by timetabling these regular sessions during 2023.</p>
<p>QTSS release</p> <p>\$4,826.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coolongolook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Curriculum Planning and Delivery</li> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$4,826.68</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <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> Data conversations becoming embedded practice, where staff programmed and planned evidence-based lessons from the data analysis to support the learning of individuals, small groups and whole class.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of timetabled data conversations to support curriculum implementation and student learning.</p>
<p>COVID ILSP</p> <p>\$19,667.00</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>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being identified using data to participate in programs to meet their specific needs. PLAN2 focus groups were developed to track student growth and drive next steps in student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Systematic communication informing parents of student needs, goals and progress should be taken into consideration moving forward.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</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><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 Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Allow time and resources for the APCI to support staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have been fully supported in the implementation and explicit teaching of Close Reading. With the practice now becoming embedded, focus has moved to supporting K-2 staff with the implementation of the new syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing Professional Learning for staff in the implementation and explicit teaching of focus areas within our School Improvement Plan.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	9	19	12
Girls	15	12	12	11

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.7	39.9	94.5	81.5
1	71.0	84.9	87.8	89.0
2	89.4	48.9	91.9	74.1
3	94.4	85.0	12.3	77.5
4	86.5	93.5	85.9	53.2
5	94.6	80.7	93.0	73.8
6	82.2	88.2	79.4	79.8
All Years	89.3	83.6	85.5	77.3
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

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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)	0.2
Classroom Teacher(s)	1.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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

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>	161,640
<b>Revenue</b>	894,910
Appropriation	884,670
Sale of Goods and Services	540
Grants and contributions	8,627
Investment income	1,073
<b>Expenses</b>	-857,842
Employee related	-744,771
Operating expenses	-113,071
<b>Surplus / deficit for the year</b>	37,068
<b>Closing Balance</b>	198,708

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 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	117,324
<b>Equity Total</b>	101,608
Equity - Aboriginal	12,932
Equity - Socio-economic	58,500
Equity - Language	2,400
Equity - Disability	27,776
<b>Base Total</b>	503,380
Base - Per Capita	7,833
Base - Location	3,186
Base - Other	492,361
<b>Other Total</b>	48,549
<b>Grand Total</b>	770,860

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





## School performance - NAPLAN

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

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

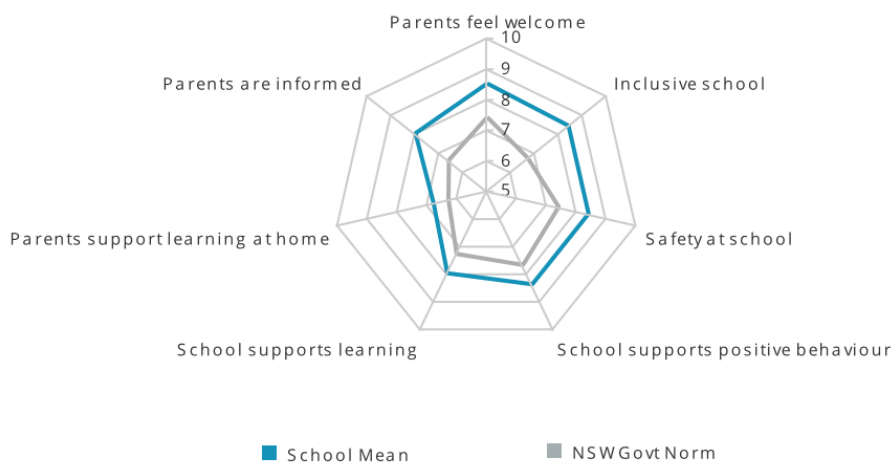
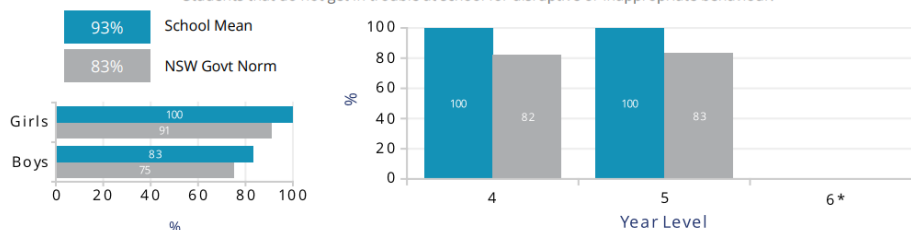


## Parent/caregiver, student, teacher satisfaction

Coolongolook Public School remains respected and valued by all in the local community. Parent/caregiver, student and teacher surveys indicate positive attitudes toward the school's efforts to support learning. In the Tell Them From Me surveys, 93% of students reported positive behaviour at school and the importance of schooling outcomes. The parent survey highlighted families are well informed, the school encourages and supports positive behaviour and that the school is a safe and engaging place to learn. Teacher satisfaction was high with the areas of leadership, collaboration and learning culture all receiving positive feedback.

### Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



# 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.