

# 2022 Annual Report

## Coraki Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Coraki 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

Coraki Public School's vision is to ensure all students are supported to maximise their learning outcomes. Staff will deliver high quality, explicit teaching practice driven by student data. The individual learning needs of each child are the focus of all staff practice.

The whole school community is in partnership to support each child. Collaborative practices of all stakeholders is visible through the pride, sense of belonging and attitudes to learning demonstrated by all people.

We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together and commit to building relationships, respect and opportunities for all Aboriginal people in our community.

## School context

Coraki Public School, with a current enrolment of 37 students, which includes 40% Aboriginal students and a Transition class two days a week. It is a rural school on the Far North Coast, just south of the city of Lismore. The school offers a comprehensive education for all students K-6. Students Literacy and Numeracy is a focus and is supported by the Departments Early Action for Success initiative and employs an Instructional Leader. Students access a wide range of Positive Behaviour for Learning strategies which focus on the teaching of explicit behaviours in all settings.

We celebrate our diversity and are inclusive of culturally respectful practices, including Stronger Smarter and 8 Ways pedagogy. We engage in all sporting opportunities and provide a comprehensive daily fitness program.

Coraki Public School has undertaken a thorough Situational Analysis and has determined the Strategic Directions and Initiatives that will carry the school forward to 2024. These will be focused on student growth and attainment being supported by data driven practice and quality teaching pedagogy. Student's well being and attendance will be supported through innovative, engaging and well supported strategies. The building of strong foundations with community will ensure the transition points of each child's learning journey are well supported and enhanced whilst the active participation and engagement of the community into school life will bring a richness of experiences to all.

## 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	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve the growth and performance of each individual student, resulting in success for all. To develop and maintain a school wide learning culture that recognizes and responds to unique and individual student needs.

### Initiatives

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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.

- Data Driven Practices
- Quality Teaching

### Resources allocated to this strategic direction

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**Socio-economic background:** \$77,466.10

**Professional learning:** \$9,397.06

**QTSS release:** \$7,125.10

**Literacy and numeracy:** \$66,321.00

**Low level adjustment for disability:** \$79,557.00

**AP Curriculum & Instruction:** \$30,114.20

### Summary of progress

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2022 was a challenging year for our whole community yet staff maintained a focus on improving student growth and attainment. Learning Conversations were held weekly with the APC&I and each class teacher. These conversations were driven by the learning progressions. APC&I and teachers all reported that this time gave them space to discuss individual student data and look at the where to next. The priority in these activity was to have staff make the links between the Curriculum and the Learning Progressions. Staff meetings were conducted where staff brought along work samples for us to discuss Consistent Teacher Judgement. These meetings where productive and allowed staff to discuss what stage level looks like, and making decisions about where students where and the where to next for them. The meetings we had where productive . In 2023 these meetings will coincide with the 4 weekly progression entry meetings and will include time for robust conversations. These staff meetings will be held each term in weeks 4 and 9 to allow for accurate assessment data to support the entry of the learning progressions data.

The Assessment schedule was reviewed by the staff and all mandatory training was included as well as school based assessments. Most of the staff followed the schedule and this lead to consistent data being collected across most of the school. In 2023 the assessment schedule will be reviewed again and adjustments made to ensure adequate data is collected and time in staff meetings will be timetabled to ensure we are tracking the progress of the students.

Learning Conversations occurred weekly with the APC&I and each class teacher. In these meetings the APC&I discussed focus areas and learning intentions for each student and class. This was completed with fidelity and robust conversations were had which were reflected in some of the differentiation of learning programs which lead to individualised learning plans for students. This resulted in staff delivering learning at point of need. What was indicated when program supervision occurred was that the how to of recording differentiation is a point of need for staff. This will be a focus of the APC&I's program and Learning Conversations in 2023. Quality Teaching Rounds and Peer Observations were not undertaken this year and will be a focal point for discussion in 2023.

All staff completed the micro learning NESA modules for the Curriculum Reform. Some staff meeting time was allocated to this so that staff could have collaborative conversations to ensure deep understanding. This resulted in all staff having a solid understanding of the new curriculum and the K-2 teachers embracing the new curriculum in their programming for 2023.

The staff engaged in Collaborative Response Model conversations during Semester 2 only. This was due to the impact from the floods and our focus on wellbeing of staff, students and community. The initial conversations where not supported with robust analysis of data which made it difficult to come to conclusions. As a result the APC&I was asked to look at data analysis as a focus point. During 2023 plotting students on the Learning Progressions will drive these collaborative conversations , with data driven practices delivering the evidence supporting the decisions.

### Progress towards achieving improvement measures

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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
The proportion of students achieving in the Top 2 bands NAPLAN Reading meets the system negotiated lower bound target.	The proportion of students achieving in the Top 2 bands of NAPLAN Reading demonstrated an uplift of 13% and exceeded the system negotiated upper bound improvement target.
The proportion of students achieving in the Top 2 bands NAPLAN Numeracy meets the system negotiated lower bound target.	We had no students who sat the NAPLAN Numeracy tests due to no enrolments in Yr 3 and the Yr 5 student having COVID-19.
The proportion of students achieving average expected growth in NAPLAN Reading is working towards the system negotiated lower bound target.	The students achieving expected annual growth in NAPLAN was not measurable due to no NAPLAN being conducted in 2020 due to COVID. However, students in Years 4, 5 and 6 demonstrated at or above expected growth against Statistically Similar School Groups and State Averages in Reading as measured through the system Check In Assessments.
The proportion of students achieving average expected growth in NAPLAN Numeracy is working towards the system negotiated lower bound target.	The students achieving expected annual growth in NAPLAN was not measurable due to no NAPLAN being conducted in 2020 due to COVID. However, students in Years 4, 5 and 6 demonstrated above expected growth against Statistically Similar School Groups and State Averages in Numeracy as measured through the system Check In Assessments.
The school is externally validated against the Delivering indicator of the Data Skills and Use element in the Teaching Domain of the School Excellence Framework.	School Staff self-assessed as working towards delivering within the data skills and use element of the SEF. There was demonstrated improvement within all themes yet not enough consistent practice to merit a Delivering judgement.

### Purpose

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To improve the sense of belonging, advocacy and expectation of success of all students and staff by establishing a positive culture where everyone feels safe, respectful and responsible.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Initiatives

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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.

- Engagement
- Belonging

### Resources allocated to this strategic direction

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**Socio-economic background:** \$5,000.00

**Aboriginal background:** \$82,203.00

**Integration funding support:** \$55,591.00

**Location:** \$4,744.00

### Summary of progress

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The APC&I developed an on line programming model for staff to follow for 2022. Some of the staff embraced the online platform and showed extensive growth and skills with using this process. Some staff engaged in what they already new and programmed electronically in a familiar context. Hence the standardisation of programming online did not achieve the consistency that was planned for. Due to the significant impact from the floods on staff it was decided that staff could program their own way, as long is meet NESA guidelines and the school supervision processes. In 2023 Teacher programs will be developed electronically if staff are technically fluent.

Peer observations did not proceed due to time spent on wellbeing processes. This will be focus for discussion in 2023.

Lesson exit slips were not utilised this year due to competing agendas with wellbeing of staff and students. Attendance played a big part in this as well. 2023 will see the introduction of lesson exit slips and /or Learning Journals.

Students were not interviewed about their learning, but this will be incorporated into our personalised learning pathways process for 2023.

The implementation of the Attendance Policy in the Coraki Way was communicated to all staff with the AEO making direct contact with all Aboriginal families when absent. This information was documented in the office attendance folder and on SENTRAL under attendance. This information was analysed and discussed at the Learning and Support Team meeting each week and decisions made about parental contact, support and referral needs are actioned. This has resulted in close communication with all families. Our attendance data is still not meeting targets. We will be continuing this practise into 2023.

The SENTRAL attendance graph was included in student Go Go Books and each student was responsible for colouring the days they were attending school. This resulted in the students seeing patterns of attendance and absences with a focus on self reflection. We will continue this practice in 2023.

The Deadly Attendance Awards were introduced each 5 weeks which were originally presented to students who had achieved 100% attendance. In 2023 this will be reduced to 90%, to allow for the impact of Covid-19 and the flood recovery.

High Interest groups were introduced to the playground , including a chicken coupe, veggie and flower gardens as well as Clubs on a Friday. Clubs on a Friday involves students self selecting from a range of interest groups presented by the staff. Some examples are, music-Rock band, sewing, making our own library bags and cooking. Staff find interesting activities that will engage the students and be something that the students may not have done before. This has resulted an increase in student attendance on Fridays and an enthusiasm towards learning. These interest groups , CLUBS will continue into 2023.

To start each day and after each break (recess and lunch), staff undertook a check in process to reduce anxiety and re-

focus students on their learning at the end of each break. This has seen a decrease in problem behaviours being taken from the playground to the classroom. we will continue this practice into 2023 and expand this to include and check in and readiness to learn at the start of the day.

Changed school organisational logistics eg.. removed bells and replaced with music which is student centred and is a more tranquil transition from playtime to check-in to classroom. Students choose music. The bell system was very triggering for students and staff. The music system creates a calm, and inclusive way to end play and get ready for learning. This does all hinge on the song choice.

Our breakfast club expanded this year to include a donation each week by Woolworths to allow us to include yogurt, fruit, milo and a range of foods at breakfast. Woolworths continued to sponsor our fruit break and we have plans for 2023 to extend this into a vegetable munch and crunch in the morning session. Our students really enjoy the fruit and we are hoping with the addition of the vegetable munch and crunch in the morning session we will see an increase in receptive language skills with station tubes being clearer, we will also be introducing the blow your nose program.

PBL has continued to be a priority, and we have continued to highlight our expectations and acknowledgement system. Due to the floods and the resources we have used to support our school community the signs and the electronic signa will be completed in 2023. As will the formalisation of the teaching of the lessons and the analysis of data. in 2023 we will be establishing a Student Voice group to glean ideas from families , students and the like to drive connectedness within the community and school.

Students who require additional support (Behaviour Management Plans, IEPs, NCCD adjustments, Aboriginal PLPs, etc...) had robust plans developed which were reviewed when needed to achieve demonstrated student success.. This practice will continue in 2023.

PCYC attended the school, presenting a series of fitness challenges for the students each Friday morning including boxing and basketball. Breakfast was provided for all. Parents and community members attended and this was a fantastic way to reconnect and assist with the recovery after the flood. The school will continue to put on days for the community in 2023 for all and find interesting ways to come together in strength, caring and community.

Bunnings attended the school on 2 occasions to support with yard restoration and beautification activities. These included the update of the bush tucker garden. The vegetable gardens were established with the focus on garden to plate activities. Staff and students have used produce grown in the canteen to cook for the school community. Bunnings also put on a BBQ for all attending and participated in our yarning circle update with every person on site laying a stone into the centre of the circle. Bunnings helped with the concreting and supply the plants for the gardens as well as may beautifying projects around the school. including turning the unusable sandpit into a chicken coupe. This was great for the whole school moral and wellbeing. Chickens were supplied by one of our wonderful volunteers. We will be continuing our relationship with Bunnings into 2023 with beautifying projects and a revamp of the Yarning Circle.

The senior class visited the Coraki Community Preschool each Thursday morning to read to the pre-schoolers. This was extremely powerful and gave the pre-schoolers familiar faces when they attended our special days as well strengthened the bonds between the 2 centres.. The school leaders will continue with this project in 2023.

The Coraki Community Pre school was invited to all our special celebration days, and they operated out of our Transition space for 6 months while they re established their pre school after the flood. We formed an extremely strong bond and have engaged in many projects together. The year 6 visited the pre school each week to read to the pre-schoolers . The pre school came up and participated in all our major days, reconnecting our friendships and partnerships with in the community.

The Community and Bubs Yarn up recommenced each Thursday morning , with an invitation extended to all the community to participate in a cuppa and a chat. We had many visitors attend including local elders, preschool staff and family members. This will continue into 2023 to strengthen the bond with the community, assist with healing as we recover from the flood, and share our good news stories.

The local nursing home was contacted and plans to include them in our major events and send messages of comfort will be continuing into 2023.

We made contact with the Coraki Community Garden group but due to flood recovery we have not attended the open days. This will be a focus in 2023.

The Pink Paper was a focus with community supporting the paper by, supporting businesses to submit advertisements and in the delivery to distribution points each week. Nat will put the newsletter together each week. to support our community recovery and heal from the devastating floods we gave free advertising to all who wanted to advertise. A community team was established to support the pink paper to continue. This will continue into 2023 with a team approach to producing this publication each week.

## **Progress towards achieving improvement measures**

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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 based surveys on Wellbeing data (advocacy, belonging, learning expectations) meets the system generated lower bound target.	The annual school wellbeing survey measuring advocacy, belonging and learning expectations, did not progress beyond the baseline data indicating progress is yet to be seen towards the system negotiated lower bound target.
The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target.	The proportion of students attending school more than 90% of the time measured 12.66% and did not demonstrate an uplift from 2021 figures nor progress towards the system generated lower bound target. This can be directly attributed to the Term 1 flood event.
The school is externally validated against the Sustaining and Growing indicator of the Wellbeing Element of the Learning Domain of the School Excellence Framework.	The school was not Externally Validated in 2022 due to the impact of Covid-19. External Validation will take place Term 2 2023. School staff self-assessed at the Delivering level of the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$82,466.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coraki 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>• Data Driven Practices</li> <li>• Engagement</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>• professional development of staff through the Stronger Smarter program to support student learning.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Covid program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The allocation of this funding has resulted in the following impact:  Year 5 NAPLAN results show targets exceeded for 2022. We had no year 3 students sit the Yr Naplan. the additional time allocated to the COVID support program, SLSO s in each classroom and smaller class sizes, every child is delivered a very individualised program of learning and support. Our students have an intensive wrap around learning systems where their learning needs are explicitly known.</p> <p>Community engagement has been inconsistent due to the impact of the Flood Disaster, but the additional staff time has enabled communication to take place via phone, emails, texts and home visits.  4 staff attended the Stronger Smarter Program and this gave them a clearer Aboriginal perspective when operating within an environment with a 5o% Aboriginal Population.  After the flood disaster all students where given a complete full summer and winter school uniform. Backpacks with essential school items where also provided. In the weeks after reopening from the flood, the school continued to provide the breakfast club, lunches when needed and fruit break. Our students were well supported in returning to school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  After evaluation, the next steps to support our students will be:  After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets., through L&amp;ST protocols and Covid-19 teacher programs implementation. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will prioritise time for parent meetings for PLPs for all students and allocate time to monitor attendance systematically. We will be including a veggie munch and crunch as well in the morning session to support with hearing- opening station tubes. Each classroom will also be fitted out with amplification systems.</p>
<p>Aboriginal background</p> <p>\$82,203.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coraki 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> <ul style="list-style-type: none"> <li>• Engagement</li> </ul>

<p>Aboriginal background</p> <p>\$82,203.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The Aboriginal SLSO began to develop a language program for the school as we have struggled to employ a language teacher through the Language nests. The SLSO has sort knowledge and advice from locals in developing our language program. Murals have been developed around the school incorporating our Positive Behaviour for Learning expectations with the culturally significant visuals. This has linked our school to our Aboriginal families.</p> <p>Strong connections with community and engagement were being initiated through the continued establishment of the Community, Mums and Bubs Yarn up. This has created a safe place for all community to connect, develop a sense of belonging and build strong foundations for the future. However due to the flood it was unable to be conducted in the Community Room as it was impacted by the flood and was completely unusable. We still attempted to run the Yarn Up, but due to families being displaced and under stress from the flood the atendance was not as consistent from community as we had hoped.</p> <p>PLPs were completed for all students , which allowed for dialogue to be opened up between families.. Due to the floods and the conflicting issues for our families, some of the PLPs were not completed initially adn review times were not consistently completed.</p> <p>The Transition Class had a fulltime Aboriginal SLSO employed and this allowed for cultural inclusiveness and understanding to occur as well as connectedness. Additional SLSO time was utilised to ensure all students had access to additional individualised support in the classroom and the playground..</p> <p>The AEO has a strong connection to community, but was adversely affected by the flood, and went on leave for the year., so a relieving AEO was employed which then diminished the other programs in the school due to unavailability of staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023 all murals will be completed with students assisting and the language program will be delivered consistently to every student with supportive Bundjalung signage around the school. The Community Yarn up will be continued in 2023 , with a revisit to an appropriate day . We will survey our families to ensure we are addressing their availability. We will communicate this through the Pink Paper, Facebook and Newsletter. in 2023, all PLPs will be completed by the end of Term 1. The PLP proforma will be simplified and the emphasis will be on the communication, not the piece of paper. We will be seeking the employment of more aboriginal support staff to help develop an environment which is inclusive and culturally connected. The AEO has strong ties with community and communication has been strong and consistent.</p>
<p>Low level adjustment for disability</p> <p>\$79,557.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coraki 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>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$79,557.00</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The APC&amp;I is employed for an additional day to enable consistent support in delivery of individualised learning plans, which have high expectations and effective quality teaching. This has allowed for close monitoring of student progress at point of need and focus areas to be identified for each student. All Classes have a fulltime SLSO to assist with behaviour management , curriculum delivery and engagement in the playground.  A number of staff attended Stronger Smarter Training and they made some additions to the attendance policy around engagement. This has see students being recognised for 100% attendance in a 5 week period. Additional time for the L&amp;ST ensured that all learning needs of students were supported with IEPs, BMPS, PLPs and additional visual supports for adjusted learning programs. The adjustment sheet for each student was completed in line with the NCCD.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The APC&amp;I will be employed for the additional days and the current program will be continued. The APC&amp;I will be going on Maternity Leave at the end of Term 1 and this will require an EOI to be advertised.  All classes in 2023 will have a fulltime SLSO to support with implementation of specific programs.  this will be continued into 2023 with the deadly attendees award being given to students who are attending 90% of the time every 5 weeks.  The Additional L&amp;ST time will continue so that the extensive number of students with needs are meet.</p>
<p>Location</p> <p>\$4,744.00</p>	<p>The location funding allocation is provided to Coraki 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>• Belonging</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>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Transport to the swimming carnival, Cross country and Farm Excursion was funded by the school as was the entrance to the pool. All students attended all the events.  Additional laptops and iPad were purchased to ensure that all students had access to technology. When remote learning was happening, all our families were adversely affected by the lack of devices. Charging stations were also purchased to ensure all students in every classroom had easy access to devices.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Due to the remoteness of our location and the lack of facilities in our community, future excursions, swimming carnivals, Cross Country will be funded by the school. Due to the devastation of floods and the fact that all families in our school had significant impact we will continue supporting all our events and excursions for our students. This will ensure inclusiveness, connectedness and belonging in the school. All students will have access to technology in every classroom. With the addition of the Digital Support Officer, all staff will be upskilled in the use of technology when delivering curriculum.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$9,397.06</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coraki 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>• Data Driven Practices</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APC&amp;I and the Covid Teacher as well as the Principal engaged in Collaborative Response Model conversations with teachers to ensure that writing was being delivered, assessed and evaluated correctly. The APC&amp;I delivered collegial support in the classroom to staff with delivery of writing lessons and then follow up CTJ staff meetings. This saw staff engaging with each other in collaborative conversations about stage level and accurately assessing where their students are and how to move them forward. Due to the impact of the flood this was only engaged in during Term 3 and 4.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, a more consistent model of the collaborative response model will be implemented and QTR with observations and feed back will be implemented.</p>
<p>Literacy and numeracy</p> <p>\$66,321.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coraki Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality 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>• online program subscriptions to support literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being engaged in learning through Technology eg Reading Eggs and Matific. The school purchased Decodable Texts in line with the new initiative from the DEO to use these readers through out the new curriculum. Professional Learning for staff in using decodable texts was completed. An additional day of Learning Support Teacher was included to allow for the high needs in the learning of all our students and the below stage level of achievement being seen. through this initiative and the additional time for the APC&amp;I we saw growth all all students learning inspite of the devastation of the flood.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional days of employment for the APC&amp;I and the L&amp;ST will be continued to deliver PL for new staff in the decodables as well as supporting staff to deliver point of need learning so we see growth in our students with a Goal for achieving stage level.</p>
<p>QTSS release</p> <p>\$7,125.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coraki Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$7,125.10</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</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 implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All class teachers to have additional release from face to face and meet with the Instructional Leader once a week to discuss quality teaching practices, provide professional learning in new programs, such as Little Learners Love Literacy and Heggarty as well as electronic programming development. All staff have displayed growth in understanding of PLAN2 data and are now completing this task independently. All staff were introduced to the Decodable texts and new curriculum modules.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This process will continue with all staff, and learning sprints will be included. The school will engage in the Collaborative Response Model whereby each 5 weeks a class team will meet to discuss student academic ability and progress. Quality Teaching Rounds with Peer Observations will be introduced.</p>
<p>COVID ILSP</p> <p>\$40,120.00</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 intensive small group tuition for identified students who were supported in areas of need for both Reading and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from across Years 1 to 5 were supported through explicit small group instruction which connected their learning need with the strategies and skills to overcome this. Data collected demonstrated that every student showed measurable growth towards achievement at a stage level but were not able to all fully bridge their learning gaps.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted students will continue to be supported through the explicit instructional support as identified through PLAN2.</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>• Quality Teaching</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>• employment of a Assistant Principal Curriculum and Instruction to 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 within an electronic Programming format consistent across</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>the school.</p> <p><b>The allocation of this funding has resulted in the following impact:</b>  All staff from K to 6 being supported in entering data into PLAN2. An assessment schedule being reviewed to ensure consistency in data collection. Up skilling of staff in using decodable texts and identified phonics programs. Upskilling staff in producing their programming on an electronic platform..</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue with the supportive model and collegial opportunities to meet and participate in learning conversations , and consistent entry of PLAN 2 data using the progressions. Focus areas will continue to be a priority and there will be a whole school focus on Names , Numbers Needs. levels of achievement will be displayed in the learning hub for all staff to discuss and compare. This will follow through to CTJ and the where to next conversation.</p>
<p>Integration funding support</p> <p>\$55,591.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coraki 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>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Due to the high needs of many of the students at Coraki Public School who are not diagnosed, which includes 2 students who are non verbal, not toilet trained and exhibiting high function autism characteristics, additional classes were established to ensure all students could access the curriculum in an uninterrupted way. This also ensured that adequate support was on hand for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The disruption of the class with the additional needs students in it has required an additional class to be formed in 2023. this will be staffed by a Special Needs teacher and have support from SLSO and APL&amp;ST. This class will operate like a Multi categorical class.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	20	12	8
Girls	25	24	15	11

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	81.6	87.0	76.5	45.0
1	86.5	85.2	64.0	76.9
2	89.1	83.6	53.5	22.4
3	92.4	89.4	79.3	54.1
4	80.5	95.9	71.3	82.5
5	82.8	91.1	89.6	63.6
6	88.1	90.2	66.1	81.5
All Years	86.6	89.2	70.5	62.3
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)	2.81
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.08
School Administration and Support Staff	2.1

\*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 Actual (\$)
<b>Opening Balance</b>	195,010
<b>Revenue</b>	1,398,693
Appropriation	1,377,189
Sale of Goods and Services	4,088
Grants and contributions	14,718
Investment income	2,698
<b>Expenses</b>	-1,255,175
Employee related	-1,042,172
Operating expenses	-213,004
<b>Surplus / deficit for the year</b>	143,518
<b>Closing Balance</b>	338,527

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>	55,591
<b>Equity Total</b>	244,227
Equity - Aboriginal	82,203
Equity - Socio-economic	82,466
Equity - Language	0
Equity - Disability	79,558
<b>Base Total</b>	671,718
Base - Per Capita	6,822
Base - Location	4,745
Base - Other	660,151
<b>Other Total</b>	183,923
<b>Grand Total</b>	1,155,460

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

All students responded that they could identify an adult at the school they felt connected too. All students commented that they felt safe at school. Students felt that teachers knew them well but some students did not believe all lessons were interesting or catering to their ability level. Student responses did not demonstrate that their academic goals were not clear. This is in contrast to staff practice which built clear learning goals for each student in our school, and may reflect a need to focus on students owning their own learning.

Parent feedback is sought at all manner of informal and formal opportunities held at school. This information helps shape our planning and decision making. In addition, the school sought feedback through a formal survey. Unfortunately, only one parent completed and returned the satisfaction survey. This was directly related to the priorities of the families after the devastating floods in Term 1.

Staff contributed through weekly formal and informal meeting structures. Staff were all heavily engaged in school life and worked hard to consistently implement school systems and processes into daily practice. Staff felt a strong connection to the school and clear purpose in supporting our students to maximise their learning potential. A high percentage of staff renewed their contracts for 2023, with one staff member securing permanent work in another school and one staff member moving out of town due to family commitments.

# 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.