

2022 Annual Report

Corrimal Public School



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Introduction

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

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

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School vision

At Corrimal Public School, we work collaboratively to ignite confident and resilient learners, keeping students at the centre of all decisions. All staff are leaders, who ensure that evidence based education and aspirational learning is delivered in a creative and curious environment. We embrace community connections in a positive and cohesive manner with the imperative that every student, staff and leader are challenged to improve.

School context

Corrimal Public School is located in the northern suburbs of Wollongong, between the escarpment and the ocean. Established in 1889, the school has a proud history of being central to its community, enrolling many children who are second or third generation students of our school. Our school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence. The school has an active Parents and Citizens Association.

The school has grown by 56% since 2014 and our student enrolment is currently 240. Our students represent a range of socio-economic backgrounds and our Family Occupation and Education Index is 92.

Staff provide quality high quality education including enrichment and extra-curricular activities.

Our situational analysis, in consultation with our school community, including the Northern Illawarra Aboriginal Education Consultative Group, has led to the identification of priority areas and focussed initiatives across three strategic directions:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Maximising learning

Strategic Direction 3: Building culture and connections

Our NAPLAN data indicates that our school fluctuates in the top two bands for reading and numeracy and this has been the trend for the last 10 years.

High level areas for improvement include increasing growth between Year 3 and Year 5, for both reading and numeracy, through explicit, differentiated teaching informed by student need. High impact professional learning and collaboration will increase evidence-based teaching practice. Strengthening assessment practice and data skills and use will enhance the monitoring of all student progress and ensure early intervention and extension, where needed.

We will continue to create and refine our systems to support connection to our parents and community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities. Embedding learner dispositions for students and staff is an important part of this work.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student performance in reading and numeracy and ensure every student achieves growth for each year of learning, we will deliver explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice, plan and program differentiated teaching and ensure the implementation of appropriate curriculum through high impact professional learning.

Initiatives

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

- Highly effective teaching practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$87,869.15

Per capita: \$7,000.00

Professional learning: \$17,180.53

QTSS release: \$48,726.50

Literacy and numeracy: \$7,468.06

Summary of progress

The focus at Corrimal Public School in 2022 was preparing staff for the Curriculum reform, in regards to the new maths and English syllabus k-2. A Curriculum Reform Committee (CRC) formed to prepare all staff for 2023 implementation of the K-2 maths and English syllabus. Team members attended CRC inter-school meetings. These staff then effectively led professional learning for staff through provision of online modules and familiarised them with scope and sequences. Knowledge is still at a developing stage and confidence of staff remains minimal and requires ongoing high impact quality professional learning.

Staff leading the curriculum implementation were limited with time and allocation of resources to bring information given at professional learning sessions back to staff in a timely and efficient manner. Staff who attended the CRC attempted to upskill the whole staff in curriculum implementation in Term 4. The success of this was hindered due to it occurring in Term 4 and having many conflicting priorities. Overall, staff were overwhelmed and did not have a sense of confidence to implement the new curriculum, as they did not develop a deep understanding.

To further develop the confidence and competency in staff, a gradual release of content knowledge around the new curriculum is required. A learn, do, reflect model is needed, to allow staff to gradually put it into practice the new knowledge and skills being developed.

In 2022, our focus on establishing structured, collaborative processes for teachers to improve their knowledge and skills in explicitly teaching numeracy involved establishment of word based problem solving strategies for Reciprocal Numeracy across 3-6. Stage teams explored Number talks as a result of professional learning delivered by a Lead Specialist. Differentiated stage groups (Stage 2) and class groups (Stage 3) aimed to refine explicit teaching strategies at student point of need. Processes were analysed across 3-6 using Learning Sprints across a 5 weekly format. Early Stage 1 and Stage 1 utilised Spirals of Inquiry focusing on whole number, using the Interview for Student Reasoning and teaching via point of need. Stage 1 moved onto multiplicative thinking.

Due to a lack of consistency across k-6 it was difficult to evaluate the success of the Learning Sprints or Spirals of Inquiry. There was also inconsistencies in how the initiatives were trialled, some were at a class level and others were at a stage based level. Whilst time was given to evaluate these processes through designated planning days, these days were often consumed with competing priorities, largely administration. There was also a lack of cohesion between the different planning days for stages.

In 2023 planning days need to continue, however, they will need to have a designated purpose and be consistent across all stages. Development of a common agenda and goals for each stage will be paramount for this to occur. With an APC&I beginning in 2023 a consistent person to drive and guide these days will prove to be a powerful tool for positive change.

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
7.43% uplift in the percentage of students achieving in the top 2 bands of NAPLAN reading.	2022 NAPLAN data indicates 42.35% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Expected growth data not available in 2022 due to COVID 19. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
6.49% uplift in the percentage of students achieving in the top 2 bands of NAPLAN numeracy.	2022 NAPLAN data indicates 25% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
Expected growth data not available in 2022 due to COVID 19. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Culture of Continuous Improvement

Purpose

To ensure all students are maximising learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing assessment and data. All staff will use this to track and understand the learning needs of students and drive teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- A culture of continuous improvement

Resources allocated to this strategic direction

Professional learning: \$4,500.00

Integration funding support: \$123,277.00

Aboriginal background: \$18,546.45

English language proficiency: \$20,656.39

Literacy and numeracy intervention: \$36,200.12

New Arrivals Program: \$9,763.00

Summary of progress

In 2022 the focus was to improve, develop and build leadership capacity across the school. The Leadership team, consisting of the Principal and 3 Assistant Principals, along with two aspiring leaders attended the 3rivers4learning course. Initially, an inquiry was decided upon for this research based project - how to improve data use and formative assessment practices at Corrimal Public School. The leadership team also began attending the LEED sessions to improve and develop data use and assessment tools. The aim for these two projects was to develop skills within the leadership team in a complementary manner, by having a clear and sustained focus.

Due to unforeseen circumstances, the team attending 3rivers4learning changed over the course of the year, as did the focus. The focus then shifted to distributed leadership and the ways as a team we could best support and enhance aspiring leadership in teaching and learning within our school. This was deemed as an urgent priority, as opposed to the initial identified need. With the shift in staff attending the course and the instability of staffing across the school the focus shifted throughout the year, this limited the traction that was initially planned for. A lack of understanding, transparency and clear communication for all staff attending, impacted their ability to reach their full potential in this project and achieve the desired goals.

Participation in the LEED project ceased midway, due to numerous projects and an overwhelming sense of leadership responsibility that fell within the project timeline. An internal leadership review was undertaken, with the decision being made to discontinue attendance of the program.

Following this experience, it is evident that a narrow and deep focus is what is needed to develop the leadership team at Corrimal Public School. Systems and structures need to be in place for staff to have a shared vision and clear goals they are working towards collaboratively. Delivering professional learning in the area of Performance and Development Plans (PDP) will be paramount for a shared vision to exist. All staff will need to complete a PDP which clearly aligns to school and system priorities, drawing on the Strategic Improvement Plan as a main source for goal development.

A review of the Learning and Support structures was also undertaken in 2022. The overall aim was to evaluate practices and policies within the school. The Learning and Support Team (LST) initiated the review. A team leader, an Assistant Principal, were assigned to the project, along with the LST. They worked alongside a Learning and Wellbeing Officer to refine practices.

Whilst the review occurred, due to COVID interruptions and staff instability it wasn't as thorough as initially planned for and modifications and adjustments were limited.

The overall advice was that appropriate practices were occurring, and equitable policies were in place, however, school based staff feel that there is still a need for further, more in depth investigation and reflection of current practices to ensure the most innovative practices are catering for shifting student needs. This will require further evaluation in 2023.

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
Learning: Assessment self-assessed at Delivering with some Sustaining and Growing themes evident	In 2022, the school self-assessed the Assessment element as Sustaining and Growing.
Teaching: Effective Classroom Practice self-assessed at Delivering with some Sustaining and Growing themes evident Teaching: Data Skills and Use self-assessed at Delivering with some Sustaining and Growing themes evident	In 2022, the school self-assessed the Effective Classroom Practice and Data Skills and Use elements as Delivering.
Internal measures indicate an increased percentage of teachers are engaging with the numeracy progressions and PLAN to reflect on teaching practice and improve student outcomes.	Data was not collected in 2022 to accurately report on this progress measure.

Purpose

To challenge students and encourage continuous improvement in their learning, we will deepen our knowledge of the curriculum and strengthen connections with all members of our school community, ensuring responsibility for student success is shared by all.

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.

- Connected Curriculum and Student Agency
- Culture and Connection

Resources allocated to this strategic direction

Socio-economic background: \$53,950.00

Summary of progress

In 2022 our focus was to improve the identification of High Potential and Gifted students at Corrimal Public School and to develop enrichment groups across all 4 domains. To achieve this a team consisting of executive, teaching staff and learning support staff members joined the Wollongong North Community of Practice.

Enrichment groups were provided in Semester 2 for students identified as being High Potential in years 3-6. Various data sources were used to identify students, including assessment results and staff knowledge of student abilities. Targeted activities included: a sports enrichment group (Physical domain) with students identified through representative experience (PSSA, rep carnivals etc). A maths Enrichment group (Academic domain) with PAT, NAPLAN Short Assessment and internal data utilised for student identification. A Visual Arts enrichment (Creative domain) with student work samples and staff knowledge of students abilities and interests used for student identification and a Gardening/ Horticulture (Social- emotional) group, with students selected based on teacher knowledge of students.

Staff absences and a lack of available casual staff led to the necessity to postpone enrichment opportunities, due to limited staff.

For HPGE to become an embedded practice across the school, whole school professional learning needs to occur, in regards to the policy. A key focus will be on understanding the 4 domains and drawing upon a range of strategies to identify and cater for all students. A key focus for 2023 will be differentiation within all classrooms k-6. A key focus will be looking at opportunities that already exist for high potential and gifted students and building upon those, with an overall aim to debunk the myth that enrichment classes are the most effective way of catering for these students.

In 2022 an aim was for all staff to engage in relevant professional learning enabling the implementation of the new Inclusive, engaging and respectful school policy (IRE policy) and review our own practices and procedures relating to restrictive practices and student behaviour.

Due to shifting timelines in the department, staff were not provided with professional learning around the implementation of the Inclusive Education Policy.

Develop a priority team to develop a deep understanding of this policy to ensure a successful implementation of the policy, which will be a future focus. This team will develop the staff knowledge and undertaking of the policy.

A whole school Attendance policy was created to address the need for improved attendance, aiming for 90%. School executives were proactive in reaching out to community and organising meetings with parents of attendance concern students.

The success of this was hindered, due to COVID safety measures and many families citing COVID symptoms as a reason why students were not attending school.

With the easing of COVID restrictions and impacts, school executive will continue to follow up with families and involve additional supports, such as Home School Liaison Officers to support the school and families in achieving improved attendance for students.

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
Improvement in Tell Them From Me Wellbeing data (advocacy, belonging, expectations of success) to be above the 2021 baseline figure.	72.61% of students reporting positive wellbeing outcomes has increased by 3.38% across the positive wellbeing measures.
Improvement in the percentage of the proportion of students attending >90% of the time to be above the 2021 baseline figure.	The number of students attending greater than 90% of the time or more has decreased by 46.88%.
Internal data indicates that the school is welcoming to families and community members and that school staff collaborate with parents and caregivers to develop positive connections.	With the lifting of COVID 19 restrictions Corrimal public school was able to increase the number of family and community members attend informal events onsite.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$9,763.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Corrimal Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A culture of continuous improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 100% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: to continue to support classroom teachers to develop their capacity to ensure classroom content is accessible for EAL/D students.</p>
<p>Integration funding support</p> <p>\$123,277.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corrimal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A culture of continuous improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans and Behaviour Support Plans were regularly updated and responsive to student learning needs and progress. This ensured eligible students received personalised learning and support within the classroom and playground which resulted in fewer negative incidents from all students supported.</p> <p>After evaluation, the next steps to support our students will be: To continue to support eligible students in the classroom and playground through School Learning Support Officers working with the students to address their personalised learning goals. Planning for transition to high school will also be a feature of this support. We will continue to revise our learning and support systems to identify targeted support needed for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$53,950.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connected Curriculum and Student Agency

<p>Socio-economic background</p> <p>\$53,950.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaboratively planning sessions to support student learning <p>The allocation of this funding has resulted in the following impact: Student improvement as evidenced by, Reading NAPLAN results achieving above statistically similar schools.</p> <p>After evaluation, the next steps to support our students will be: To continue to release staff to work together to analyse data, plan for student learning and evaluate impact through Teaching Sprint cycles. The Minilit program will be expanded by employing extra staff to implement small group tuition in reading. High impact professional learning to occur in all areas of English and Numeracy.</p>
<p>Aboriginal background</p> <p>\$18,546.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimal Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A culture of continuous improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Refining our Personalised Learning Pathway process resulting in Aboriginal students achieving their personal goals with the support of the Aboriginal School Learning Support Officer. Aboriginal students in Year 3 achieving above the state average and statistically similar schools in Numeracy, Reading, Grammar and Punctuation, Spelling and Writing.</p> <p>After evaluation, the next steps to support our students will be: To provide professional learning to staff in successfully writing SMART goals with our Aboriginal students to ensure the goals are measurable and achievable for success. We will continue to engage the Aboriginal SLSO to support our student's PLP process and to continue to work with our staff around histories and culture.</p>
<p>English language proficiency</p> <p>\$20,656.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A culture of continuous improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to work with EAL/D students to support their English language development. <p>Withdrawal lessons for small group (developing) and individual (emerging) support.</p> <p>The allocation of this funding has resulted in the following impact: EAL/D students feeling more confident when engaging in their class based activities. Increased participation in a range of extra curricula events.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$20,656.39</p>	<p>To continue personalised and targeted professional development for each teacher in the form of mentoring, co-teaching and co-planning as well professional learning in the use of EAL/D learning progressions with the EAL/D specialist teacher. The EAL/D students will continue to be supported through the EAL/D equity funding and some through Learning and Support.</p>
<p>Low level adjustment for disability</p> <p>\$87,869.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Corrimal Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • Development of a needs-based learning and support program in which staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting targeting students with an evidence-based intervention program, Minilit, to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with a total of 21 referrals and subsequent collaborative learning support activities. 28 students have an active Individual Learning Plan and all students with a confirmed or imputed disability have adjustments sheets to support differentiation in their classroom. 30 students were identified for the intervention program, Minilit.</p> <p>After evaluation, the next steps to support our students will be: To undertake a review of Learning and Support procedures to identify where we can strengthen processes of support and further expand the impact of the Learning Support Team interventions.</p>
<p>Professional learning</p> <p>\$21,680.53</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 Corrimal Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • A culture of continuous improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff members involved in Curriculum Reform Communities. • Collaborate planning days in stage teams. • Executive team part of the 3Rivers4Learning program <p>The allocation of this funding has resulted in the following impact: Staff upskilling and supporting each other in the area of the new maths and English syllabus, preparing for 2023 implementation. The executive team participating in a research-based project, delving into distributed leadership practices across the school.</p> <p>After evaluation, the next steps to support our students will be: Further support and high impact professional learning is required to upskill staff in the English and maths k-6 syllabus. A newly appointed APC&I to</p>

Professional learning \$21,680.53	begin in 2023 will be utilised to drive this professional learning and shift in teaching pedagogy. A cohesive executive team in 2023, who have a clear goal and shared vision to drive the school's Strategic Improvement Plan.
Literacy and numeracy \$7,468.06	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Corrimal Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>updating reading resources to meet the needs of students</p> <p>The allocation of this funding has resulted in the following impact: The successful implementation of the reading intervention program Minilit where 90.9% of students identified for the intervention have improved in the initial phase of introduction.</p> <p>After evaluation, the next steps to support our students will be: To expand the Minilit program to support more students. Further resources will need purchasing to supplement learning in classrooms, such as decodable readers to support the implementation of the new English syllabus. The newly appointed APC&I to lead strong professional learning, in the areas of literacy and numeracy, beginning with phonics.</p>
QTSS release \$48,726.50	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corrimal Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>assistant principals provided with additional release time to support classroom programs</p> <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice. Increased teacher collaboration and improved staff confidence in analysing data to inform teaching.</p> <p>After evaluation, the next steps to support our students will be: To have a unified approach to teaching all students k-6, developing and maintaining high expectations of all students and staff. Developing a sense of shared efficacy.</p>
Literacy and numeracy intervention \$36,200.12	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Corrimal Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>including:</p> <ul style="list-style-type: none"> • A culture of continuous improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Improved engagement in learning for students performing below the expected level for their stage, through targeted literacy and numeracy group intervention.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage additional teaching staff to extend intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$97,546.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a teacher to deliver small group tuition providing targeted, explicit instruction for student groups in literacy/numeracy. • releasing staff to participate in professional learning. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving progress towards their personal learning goals. Significant growth of students in Year 1 who were targeted through reading intervention with the majority of them being at or above benchmark.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	115	119	124	131
Girls	115	116	124	113

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	93.4	93.6	89.7
1	93.0	92.0	91.5	89.0
2	93.9	92.4	93.2	88.0
3	89.4	92.9	93.8	85.0
4	92.4	90.4	93.4	84.8
5	93.4	89.1	91.3	86.3
6	91.6	89.7	89.2	79.2
All Years	92.5	91.7	92.4	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.24
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	88,253
Revenue	2,871,290
Appropriation	2,746,976
Sale of Goods and Services	503
Grants and contributions	116,127
Investment income	1,420
Other revenue	6,264
Expenses	-2,743,246
Employee related	-2,503,968
Operating expenses	-239,278
Surplus / deficit for the year	128,043
Closing Balance	216,296

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	123,277
Equity Total	181,022
Equity - Aboriginal	18,546
Equity - Socio-economic	53,950
Equity - Language	20,656
Equity - Disability	87,869
Base Total	1,988,778
Base - Per Capita	62,665
Base - Location	0
Base - Other	1,926,113
Other Total	158,948
Grand Total	2,452,025

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students, parents and teachers were surveyed to provide data on a range of aspects of school life, practices and procedures.

The Tell Them From Me student survey in Years 4, 5 and 6 elicit responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

Students

- 58% of students indicated they have a positive sense of belonging, where they feel accepted and valued by their peers and by others at their school. This compared to the state mean being 81%.
- 42% of students responded that they were interested and motivated in their learning. This compared with the state mean being 78%.
- 83% of students indicated that they have positive relationships. This compared with the state mean of 85%.

These results indicate that at Corrimal Public School there is a need to investigate what the students perceive as feeling a sense of belonging and ways that we can increase their sense of belonging. Gaining student voice will be instrumental in this process. Contrary to this, students felt they had positive relationships whilst not feeling a sense of belonging. Further investigation needs to occur to articulate how students feel they have positive relationships, yet don't feel they have a sense of belonging. Developing and tailoring school based questions for the Tell Them From Me survey in 2023 will play an instrumental role in gaining information relevant to the school context. There is clearly a breakdown between personal relationships and connecting to a broader community. This will be further investigated through our 3 year partnership in the 'Living Ripples' program, beginning Term 1 2023.

Teachers

- 52% of staff either agree or strongly agree that they are confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students. This means 48% do not feel confident.
- 100% staff indicated they had not completed any professional learning on reporting to parents in the last 12 months.
- 15% of staff reported always using a school-developed style guide to support them in writing school reports to parents, whilst 23% indicated they often did. The remainder of the staff, 62%, either reported never, rarely or sometimes.
- 38% of staff agree and 15% strongly agree that school leaders are leading improvement and change, leaving a combination of 46% neither agreeing or disagreeing, disagreeing or strongly disagreeing.
- A combined 54% of staff either agreed or strongly agreed that school leaders clearly communicate their strategic vision and values for the school. This leaves a combination of 46% who neither agree nor disagree, disagree or strongly disagree.

These results clearly highlight a need for professional learning in a range of areas. Staff will need to be exposed to the Department of Education style guide and the development of a school wide style guide for report writing will need to be compiled. An evaluation and analysis of previous report writing practices will need to occur before an appropriate style guide is created and shared amongst staff at Corrimal Public School. Aboriginal education will need to become a focus in the Strategic Improvement Plan and a higher number of staff will need to be involved in the driving of initiatives in regards to Aboriginal education. At the beginning of 2023 two Priority Teams will be formed, Aboriginal education being one. This will ensure that half of the staff are immersed and involved in driving this priority across the school. They will form an instrumental part in ensuring relevant professional learning occurs for all staff. The Strategic Improvement Plan will be a strong focus in all staff meetings and professional learning settings, to ensure staff are making connections with what they are doing and why they are doing it.

Strong leadership and transparency is needed to lead staff in 2023 and beyond. It is imperative that staff see leaders as part of the team, not just driving the team. Expertise amongst the staff, especially the executive and the APC&I will be used to deliver professional learning and lead the staff through collaborative practices and a shared efficacy. For this to occur, strong relationships, built on trust and transparency need to be established early in 2023.

Parents and carers

Parents and carers were surveyed in regards to communication between home and school.

- 65.2% responded that families, the community and school staff communicated in numerous interactive ways, both formally and informally.
- 26.1% believe that school leaders have a visible presence within the school, such as school drop off and pick up times.

These results indicate that parents and carers need to be included in the Tell Them From Me survey, as this school developed survey from 2022 only received 24 responses. As a result of these limited responses further investigation needs to occur, in regards to communication platforms across the school and the purpose of each one. It would also be

valuable to investigate ways in which staff can be more visible to parents and carers and ways to engage in more meaningful ways.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.