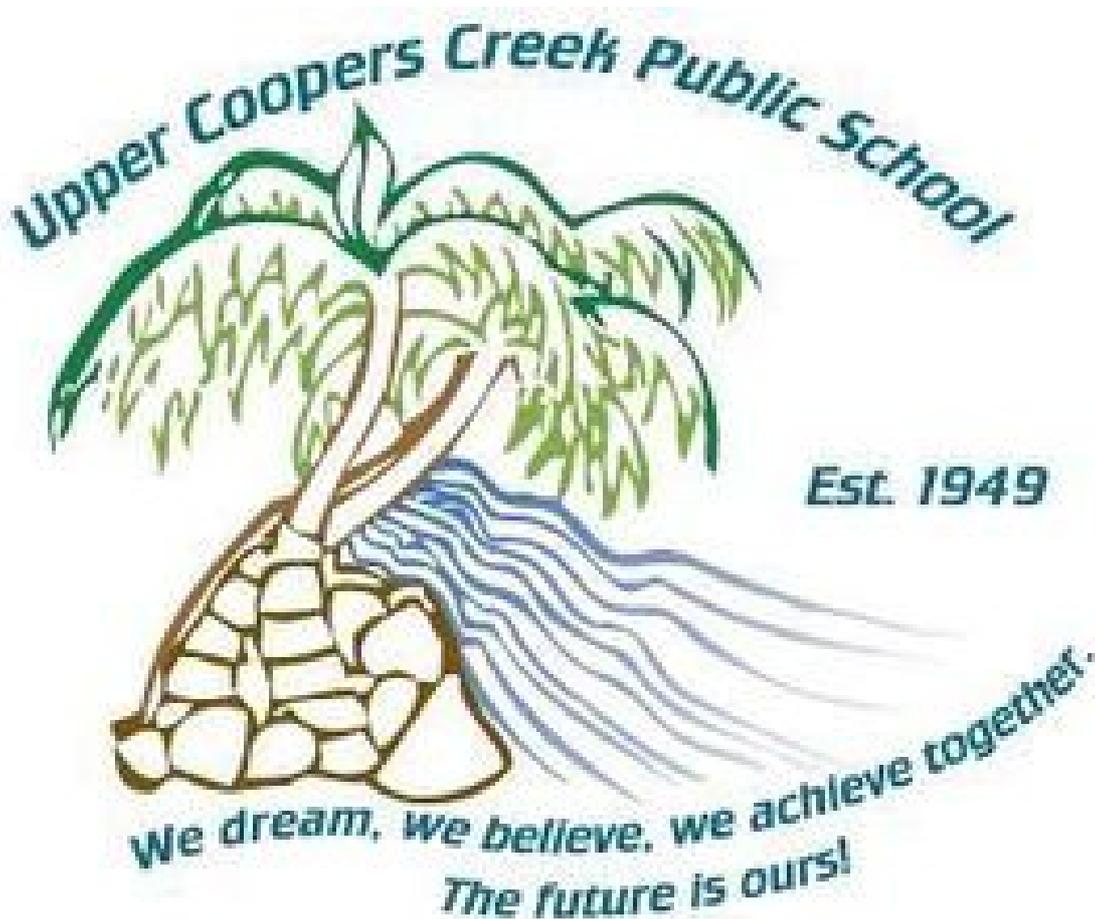


2022 Annual Report

Upper Coopers Creek Public School



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Introduction

The Annual Report for 2022 is provided to the community of Upper Coopers Creek 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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Message from the principal

After the ups and downs of COVID over the previous two years, 2022 began with positive expectations and many exciting plans. We welcomed three new Kinder students, participated in the First North Swimming Carnival and embraced the Year of The Tiger at our community Lunar New Year celebration. We were overjoyed that our General Assistant accepted the permanent General Assistant position and we were delighted to welcome our new School Learning Support Officer.

Then the rains began. In Week 6 of Term 1, the Northern Rivers experienced a catastrophic flooding event. Upper Coopers Creek Road became impassable and the bridges and causeways that connect many of our families were destroyed. The significant role that our local schools play during emergencies was apparent, as UCCPS became a drop off and redistribution point for supplies delivered by the ADF and a hub for emergency meetings.

As the rivers and creeks subsided, we realised that we were fortunate at Upper Coopers Creek and that others in the wider community were more seriously impacted. Our Student Representative Council began a fundraiser that raised a massive \$7 000 for families from Lismore, Coraki and Cabbage Tree Island, as well as for the Animal Rescue Centre in Lismore.

As the year continued, it was fascinating to resume Bush School classes so that our students could observe the changes in the landscape after the floods, investigating animal habitats and native flora and fauna, engaging in mapping activities and creating botanical drawings. This year we also continued our Mindfulness journey with regular lessons helping the children to be more observant of themselves and their feelings. Our end of year surveys again showed that Mindfulness strategies helped children to feel empowered, readily identify their emotions, address challenging situations and use their breathing to help calm themselves.

The major focus of our School Improvement Plan in 2022 continued to concentrate on improved reading and numeracy outcomes and student attendance. We chose to be early adopters of the new K-2 Maths and English curriculum and we implemented the Rural Access Gap program which aims to digitally transform rural schools to match their metropolitan counterparts. Teachers, students and families worked together to improve our whole school approach to wellbeing and engagement, which includes individualised learning, attendance strategies and a whole school reward system.

Teachers completed professional development to deepen their knowledge and understanding of the new K-2 Maths and English curriculum, the Quality Teaching Elements and Aboriginal Pedagogy. Our school volunteered to be part of the Pilot SAO Training Program, which led to our School Administration Manager providing training to others in the School Administration role. We also welcomed Angela Maxwell as our new Assistant Principal Curriculum and Instruction. Angela brings with her a vast store of knowledge and experience in leading Literacy and Numeracy and has inspired teachers to incorporate evidence-based best practice into their daily lessons.

2022 was an exciting year for sports at UCCPS. Thanks to the Sporting Schools grants, we ran programs with specialised sporting coaches, including taekwondo, gymnastics, surfing and swimming. Team UCC competed enthusiastically with other small schools in the First North Athletics, Cross Country and Swimming Carnivals and the

Channon Teams Day.

The students also participated in a myriad of other exciting learning experiences in and out of the school grounds. They took part in the First North Public Speaking competition and began a pen-pal connection with Balgowlah North PS in Sydney. We visited and were visited multiple times by the Dorrroughby Environmental Education Centre to learn about our local history and environment. We were joined by Corndale and Whian Whian schools for coding workshops with Robokids, we celebrated Harmony Week with Goonengerry PS, attended Life Education with Rosebank PS and visited the local pre-schools. We attended the Byron Bay Writers Festival, a performance of Room on a Broom in Brisbane and the whole school joined Auntie Delta for the Jarjum Excursion to learn more about Bundjalung history and culture. After two years of COVID restrictions we were overjoyed to stage a whole school camp at Flat Rock and an end of year concert at Repentance Creek Hall.

Our School Captain was acknowledged as a Regional Maths Champion by Newcastle Permanent Primary School Mathematics Competition. He also performed with the Small Schools Choir in the Lismore Performing Arts Festival, attended the Dorrroughby Environmental Arts Camp and learned about film making with other small schools during FilmBy workshops at Eureka school. The film that he then created with the other students (and chickens) was a masterpiece. His achievements were acknowledged when he won the award for best editing.

Thank you to our students, staff, parents and community for another incredible year.

Message from the school community

Our wonderful school community started the 2022 school year with great excitement and very happy children to be back as usual. As a parent of the school, it was fantastic to be able to connect to the school community and our local community once again through our little school. We held P&C meetings regularly and organised fundraising. The whole school along with families gathered for a Lunar New Year celebration, athletics and cross country. Our children were involved in extracurricular activities such as Jarjum excursion, Room On The Broom performance in Brisbane, Harmony Day activities at Goonengerry Public School and Public Speaking Day to name a few.

Parents' involvement extended to various shared meals at the end of terms, Federal Park Party and FilmBy Film Festival. Other highlights, which we had been unable to attend for the last few years, were a School Camp in which all families attended and had a fabulous time. The End of Year School Concert was fantastic, with a wonderful turnout by the local community to support and celebrate our amazing children and staff, and was immensely enjoyed by all.

The recent floods in our area brought forth the students' gift for caring and compassion by a student-led fundraising effort in which the amazing students raised over \$7000 for flood affected schools and an animal charity for flood affected animals. An amazing achievement considering the size of the school!

Our children also adopted 6 chickens throughout the year and showed warmheartedness and dedication for caring for their new pets. They even made their FilmBy film about turning into the chickens!

Our school and its community is such a caring environment for our children, and all students who attend Upper Coopers Creek are very close and are encouraged by our wonderful staff to be caring, active learners. They all enjoy school immensely.

Hayley,

P&C President

Message from the students

At the beginning of last year there were big floods and our road got blocked with a huge landslide. The community excavated it out with machines and shovels. Englishes Road bridge got knocked down a few times and everyone got stuck on the other side. All the buildings and homes in Lismore got flooded and broken. The Student Representative Council started a fund raiser to get money for the people to rebuild their homes. We also made money for the pets that were being looked after by the Animal Recue Centre. We raised more than \$7 000! We got to visit the animals at the Animal Rescue Centre and we met a dingo and two big dogs and lots of cats. The dogs were in a pen, but the cats had a room to themselves.

Last year we got cute school chickens. There's Goldie, Tikki, Shadow, Moonlight, Cloud and Ginger.

The people from Robokids came to our school last year and they taught us code the Lego robots and told us that robots won't take over the world. We also learned about seed propagation with Simon and learned gymnastics with Ziggy.

We went on school camp at Flat Rock. We went to the beach and picked up trash and then we went to the rock pools and we found an octopus and three starfish. There was a brown snake on the path back to the campsite.

It was a fun year.

Roy

Student Representative Council



School vision

Upper Coopers Creek Public School empowers each student to reach their full potential, fostering creativity, initiative, excellence and independence of thought.

School context

Upper Coopers Creek Public School is a small, rural school that thrives in the heart of Upper Coopers Creek Valley. Students prosper in a safe, nurturing environment that develops respect, understanding and responsibility in a K-6 classroom. Learning comes to life through exploration, discovery and deep engagement, as teachers work alongside students to inspire creativity and excitement and to promote school excellence. The school is well-resourced and has strong creative arts, wellbeing and environmental programs that complement our academic focus.

Upper Coopers Creek Public School is a proud member of the First North Learning Community of Schools. Through our learning communities, students engage in a range of stimulating programs in a larger supportive environment and teachers have access to high quality training and Professional Development.

This Strategic Improvement Plan has been developed in consultation with the Aboriginal Education Consultative Group (AECG) and through a consultative process utilising surveys, meetings and extensive discussions with students, staff and families. Through our situational analysis, we have identified the need for a more structured and consistent, whole school teaching and learning approach that ensures explicit teaching through the most effective data driven practices and evidence-based methods. Similarly we have identified the need for a more consistent and structured approach to student wellbeing.

Our focus over this four-year plan will be on developing and embedding:

- whole school quality processes for collecting and analysing data
- greater consistency of judgement within and across schools
- teacher understanding of evidence-based practice, high impact teaching strategies and learning informed by data
- a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework
- system-negotiated target areas in reading and numeracy.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure strong student growth and maximise learning outcomes in reading and numeracy through individualised learning and evidence-based, data-driven teaching and learning practices.

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.

- Data informed practice
- Targeted teaching practice

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Socio-economic background: \$1,340.00

Low level adjustment for disability: \$13,817.37

Aboriginal background: \$977.22

QTSS release: \$2,873.03

Per capita: \$3,284.84

School support allocation (principal support): \$13,945.00

Location: \$3,786.97

AP Curriculum & Instruction: \$30,114.20

Professional learning: \$4,849.00

Summary of progress

In 2022, we continued to focus on the use of data-informed, targeted teaching practices to improve literacy and numeracy outcomes for all students. The employment of a second teacher has ensured that teaching practice remains highly responsive and differentiated. The school chose to become Early Adopters of the new K-2 English and Mathematics curriculum and as a result, explicit teaching, evidence-based teaching practice and formative assessment have been explicitly embedded into our K-2 classroom. Consequently, all programs clearly incorporate learning intentions, success criteria and assessment opportunities directly linked to targeted outcomes. The information gathered through this teaching and learning cycle assists teachers in tracking student progress and informs each student's individual learning plan. Teachers and students work together to analyse personal learning data and to identify learning goals, leading to 100% of students achieving their personal learning goals in 2022. This structure will continue in 2023.

The employment of an Assistant Principal Curriculum and Instruction (APCI) for one day a week has provided multiple opportunities to improve teacher understanding and application of evidence-based teaching practice. We have utilised the expertise of the APCI to further enhance our school-wide approach for collecting, analysing and using data. This has led to the introduction of an updated assessment schedule for Mathematics and English, regular collaborative Consistent Teacher Judgement sessions and APCI-led PL, focused on reading improvement. In 2023, the APCI will continue to lead high impact professional development.

All teaching staff had the opportunity to participate in high impact professional learning in 2022 with a strong focus on the elements of Quality Teaching. Teachers found the professional learning based on Quality Teaching Rounds (QTR) extremely valuable, with all teaching staff reporting an increase in knowledge of the QT elements and improved teacher understanding of how to implement and reflect upon these in their classrooms. As a result, UCCPS will join with members of our Community of Schools to participate in structured Quality Teaching Rounds 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
The percentage of students achieving in the top two NAPLAN bands in reading to be at or above the lower bound system-negotiated target of 57.2.	An increased percentage of students achieved in the top two skill bands for reading indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

<p>NAPLAN:</p> <p>The percentage of students achieving in the top two NAPLAN bands in numeracy to be at or above the lower bound system-negotiated target 41.7%.</p>	<p>A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target, however focus on this target has resulted in 100% of Year 3 and 5 students achieving growth in all areas of numeracy as tracked on the PLAN2 numeracy progression. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>An increase in the percentage of students achieving at expected growth in NAPLAN reading system-generated lower bound target.</p>	<p>Student growth reports for 2022 cohort is unavailable due to absence of 2020 results.</p>
<p>An increase in the percentage of students achieving at expected growth in NAPLAN reading system-generated lower bound target.</p>	<p>Student growth reports for 2022 cohort is unavailable due to absence of 2020 results.</p>



Strategic Direction 2: Student Wellbeing and Engagement

Purpose

To ensure that all students achieve their full potential as successful learners and as confident, resilient, creative individuals and responsible and productive global citizens, we will further develop and refine a holistic, structured and data-based approach to wellbeing and engagement.

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.

- Wellbeing Practices
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$300.00

Summary of progress

In 2022 Upper Coopers Creek continued to have a strong focus on student wellbeing and the strengthening of community connections. However, the extreme flooding events of 2022 had a detrimental but unavoidable impact on student attendance and on a number of planned community initiatives and events. The majority of our school families have been regularly isolated by the recurring flooding throughout the year and a number of families have been forced to temporarily move out of the area.

While this has had a negative impact on school attendance rates, it has also highlighted the importance of our school for community and student wellbeing. During the flood events the school became a community and emergency hub for food and supply drops, communications and community meetings. The school also supported the attendance of flood displaced high school and primary school students. Surveys of staff, students and parents demonstrate a strong connection and sense of belonging to the school and in 2023, we will continue to deepen connections and support engagement through strengthened wellbeing practices, parent workshops and community events.

Teaching staff joined with our Community of Schools to participate in 8 Ways of Aboriginal Pedagogy training. Staff shared experiences and resources and found the training to be extremely valuable. Teachers felt empowered and excited to implement this pedagogy in the classroom and in 2023 we aim to embed Aboriginal pedagogy based on the 8 Ways program across all areas of teaching and learning.

In 2022, our school completed the second year in our mindfulness journey. Classroom observations and student surveys demonstrate that students can clearly articulate their emotions and know that they will be supported by teachers and peers. Our whole school approach to wellbeing based on mindfulness and Positive Behaviour for Learning has been embedded in our teaching and learning cycle through the collaborative development of our PDHPE scope and sequence and this is evidenced in teaching and learning programs. In 2023 we will incorporate the 8 Ways Pedagogy into our PDHPE scope and sequence.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to at or above 90%.	In 2022 the percentage of students attending at or above 90% was 46.2%. This was a decrease from 75% in 2021. This decrease in the number of students attending at or above 90% was in a large part due to the catastrophic flooding events in the Northern Rivers and the continued closure of local roads and bridges throughout the year.
100% of eligible students complete TTFM surveys. 50-80% of eligible parents complete	Due to the lack of data from TTFM because of our very small cohort size, school generated student and parent surveys were conducted in 2022. 71% of parents and 100% of eligible students completed these surveys. Student survey results showed a 33% increase in positive wellbeing responses.

<p>TTFM surveys.</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations): increases in positive responses.</p>	
<p>100% of students, staff and parents are aware of school wellbeing and behaviour expectations.</p>	<p>100% of students and staff are aware of school wellbeing and behaviour expectations. PBL and school generated surveys show that 100% of staff and students are aware of the school's Positive Behaviour for Learning expectations.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,640.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Upper Coopers Creek 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"> • Targeted teaching practice • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • The hiring of a bus to transport students to various excursions <p>The allocation of this funding has resulted in the following impact: more flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. More thorough data tracking and analysis has allowed effective data triangulation leading to new literacy and numeracy classroom arrangements. All students have been assessed using the Department's On Demand assessments including Phonological and Phonics Diagnostic Assessments and Interview for Student Reasoning Maths Assessments. Data from these assessments has led to targeted individual, small group and whole class teaching.</p> <p>Funding has allowed the school to develop more connections with the wider community including through bus hire to allow children to participate in sporting and cultural activities outside of their usual school and home environment.</p> <p>After evaluation, the next steps to support our students will be: to further individualise and differentiate teaching and learning by working closely with Assistant Principal Curriculum and Instruction to further develop explicit systems for gathering and analysing data, identifying individual learning goals and tracking and reflecting upon learning growth.</p> <p>The funding will also be used to extend connections with a wider group of schools and community organisations by bringing other schools and community experts to the schools.</p>
<p>Aboriginal background</p> <p>\$977.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring. • Staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: the employment of an additional classroom teacher which has resulted in</p>

<p>Aboriginal background</p> <p>\$977.22</p>	<p>more flexible classroom arrangements and targeted small group clusters that are responsive and differentiated.</p> <p>After evaluation, the next steps to support our students will be: the classroom teacher will work with students with an Aboriginal background and their parents to identify learning goals and track and reflect upon their learning growth.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring. • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: the employment of an additional classroom teacher which has resulted in more flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. Funding allowed EAL/D professional development and the implementation of a targeted EAL/D teaching and learning cycle. Student progress showing high growth on the EAL/D learning progressions, with 100% of EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: the classroom teacher will work with EAL/D students and their parents to identify learning goals and track and reflect upon their learning growth.</p>
<p>Low level adjustment for disability</p> <p>\$13,817.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring. <p>The allocation of this funding has resulted in the following impact: more targeted teaching that is responsive and differentiated and more thorough data tracking and analysis.</p> <p>After evaluation, the next steps to support our students will be: continuation of flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. Implementation of detailed areas of focus and learning sprints. Further collaboration with AP Curriculum and Instruction to embed evidence-based best practice into all classrooms.</p>
<p>Location</p>	<p>The location funding allocation is provided to Upper Coopers Creek Public School to address school needs associated with remoteness and/or</p>

<p>\$3,786.97</p>	<p>isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring. • Additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: more flexible classroom arrangements allowing increased opportunities and choices for students. An additional teacher onsite provided opportunities for increased collaboration as small groups could participate in enrichment opportunities outside the school.</p> <p>After evaluation, the next steps to support our students will be: the continued employment of a second teacher allowing the school to work closely with local primary schools, high schools and pre-schools to foster connections and enable smooth transitions.</p>
<p>Professional learning</p> <p>\$4,849.00</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 Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional development to deepen staff understanding and effective implementation of new K-2 syllabuses <p>The allocation of this funding has resulted in the following impact: the early adoption of the new K-2 English and Mathematics curriculum has resulted in explicit teaching, evidence-based teaching practice and formative assessment being explicitly embedded into our K-2 classroom. Consequently, all programs clearly incorporate learning intentions, success criteria and assessment opportunities directly linked to targeted outcomes. The information gathered through this teaching and learning cycle assists teachers in tracking student progress and informs each student's individual learning plan.</p> <p>After evaluation, the next steps to support our students will be: the staff and students are fully prepared for the mandatory implementation of the new curriculum and teaching staff will share their knowledge and expertise with our wider learning community.</p>
<p>QTSS release</p> <p>\$2,873.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and

<p>QTSS release \$2,873.03</p>	<p>Support and small group tutoring. <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>100% of teachers reported lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students will be: to provide teachers with additional time to ensure all students are regularly provided with the opportunity to confidently use self-assessment against learning intentions and success criteria.</p> </p>
<p>COVID ILSP \$8,970.00</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"> • The creation of intensive small group tuition for students who have been identified as most likely to benefit from additional support • Employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</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. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita \$3,284.84</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring. <p>The allocation of this funding has resulted in the following impact: the employment of a second teacher has ensured that teaching practice is highly responsive and differentiated. 100% of students achieved their personal learning goals in 2022.</p> <p>After evaluation, the next steps to support our students will be: this structure will continue in 2023. We will continue to focus on the use of data-informed individualised teaching and learning to improve literacy and numeracy outcomes for all students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	10	9	9	8
Girls	1	4	4	3

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.5	86.0	82.3	87.1
1	100.0	92.2	87.8	68.2
2	97.9	97.9	86.7	82.1
3		96.8	93.0	90.5
4	98.4		96.8	
5	94.8	94.4		88.1
6	96.9	93.6	97.6	
All Years	93.9	91.7	88.8	80.4
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		92.1	92.7	87.6
4	92.9		92.5	
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.5	87.6

Attendance in 2022 was severely impacted by the NSW floods. Families were cut off for extended periods due to causeways and bridges being destroyed and a number of families were forced to temporarily relocate away from the area.

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)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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	80,865
Revenue	466,251
Appropriation	456,645
Grants and contributions	6,923
Investment income	362
Other revenue	2,322
Expenses	-428,424
Employee related	-393,646
Operating expenses	-34,779
Surplus / deficit for the year	37,827
Closing Balance	118,692

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.

In 2022, the vast majority of our funding was allocated to staffing. We were also fortunate to receive funding from a number of additional sources. This included COVID ILSP funding, Rural Access Gap funding, Sporting Schools grants and Flood Support funding. We ended the year with a larger than expected budget surplus as the flooding event meant that we were unable to begin our planned Music Room refurbishment. We hope this will begin in 2023.



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	0
Equity Total	18,783
Equity - Aboriginal	977
Equity - Socio-economic	1,641
Equity - Language	2,400
Equity - Disability	13,765
Base Total	314,429
Base - Per Capita	3,285
Base - Location	3,787
Base - Other	307,358
Other Total	88,646
Grand Total	421,859

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 complete school wellbeing surveys each semester.

Parent surveys in 2022 indicated a very high level of satisfaction with the school's focus on student wellbeing and engagement. 100% of parents who completed the surveys felt welcome at the school and agreed that classroom teachers listened to their concerns. All parents who responded agreed or strongly agreed that teachers had high expectations for their child to succeed and showed an interest in their learning. 75% of parents strongly agreed that they were well informed about their child's progress at school, a noticeable improvement from 2021 surveys.

Data from student surveys demonstrate that 100% of students strongly agree that their teachers encourage them and expect them to do well. 100% agree or strongly agree that their teachers care about them and listen to what they say. 100% of student feel proud of the work they do in school and 66% expect to go to university. With such a small cohort TTFM has not been viewed as a useful tool for measuring student engagement and wellbeing.

Teacher surveys in 2022 indicated a very high level of satisfaction with the school's current focus on mindfulness and wellbeing. Staff also indicated that they strongly agreed that the school was a collaborative and respectful work place.



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.