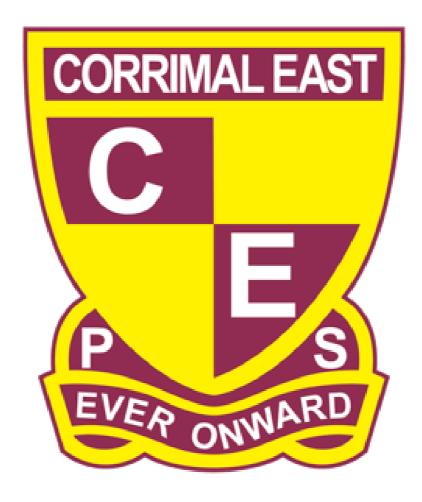# 2022 Annual Report

Corrimal East Public School

3877

Introduction

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

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

School contact details

Corrimal East Public School
Duff Parade
East Corrimal, 2518
https://corrimale-p.schools.nsw.gov.au
corrimale-p.school@det.nsw.edu.au
4284 4582

School vision

At Corrimal East Public School, we provide a high quality, future focused learning environment where collaboration, creative thinking and critical reflection flourishes. Students draw on learning dispositions such as; grit, resilience, teamwork and empathy on their journey from Kindergarten to Year 6 and in to life long learning.

We prioritise a strong sense of equity and ensure an inclusive learning community where every student, teacher and leader improves every year. At Corrimal East Public School, staff, students and the community connect, succeed and thrive in partnership.

School context

Every student is engaged and challenged

Corrimal East Public School is located in the northern suburbs of Wollongong and within walking distance to Corrimal Beach. Our Family Occupation and Education Index (FOEI) of 88 which indicates a change in community. Including 6.7% Aboriginal students and 11.4% of students with English as a second language. School enrolment numbers have steadily increased each year. Our current enrolment is 286 students, including eleven mainstream and three Autism Support classes.

The school is a member of the Corrimal Community of Schools and has a dynamic partnership with our local feeder secondary school, Corrimal High School.

Our attendance rate is 91.2%. We have an inclusive student wellbeing approach with our school values being Respect, Safety, Excellence.

The school enjoys the support of it's parent body. The Parents and Citizen's association meets twice a term and supports the school's future focused Literacy and Numeracy.

After a thorough situational analysis, including the interrogation of data and consultation with all key stakeholders, our priority areas for improvement are moving and extending our middle and high achieving students in both Literacy and Numeracy. Every student is engaged and challenged at their point of need. Targeted support will be provided through intervention and differentiation. Assessment will be a strong focus as we monitor the performance of all students and the use of data will inform teaching and learning practice.

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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve higher levels of student growth and attainment in Literacy and Numeracy, we will build teacher capability in the use of evidence-informed teaching practices and assessment data to plan for student learning across the curriculum, underpinning continuous improvement of student 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.

- Effective Classroom Practice
- The Use of Data to Inform Practice

Resources allocated to this strategic direction

Literacy and numeracy: $4,882.00
Professional learning: $2,500.00
Literacy and numeracy intervention: $36,200.12
QTSS release: $56,541.00
Low level adjustment for disability: $89,833.33

Summary of progress

In 2022 our focus was on building teacher capability in using evidence-informed teaching practices and assessment data to plan for high quality units of work in Numeracy.

Teachers were involved in 5 weekly data discussions and collaborative planning sessions. These whole day sessions commenced with teachers analysing assessment data and identifying individual student learning goals. This then informed a targeted approach to differentiated learning sequences that cater for every child's 'where to next'. Teachers continued to work collaboratively to plan high quality, engaging and purposeful learning sequences.

As an *'Accelerator Adopter School' ,* Stage 1 teachers were given extra release time to work closely with their supporting Assistant Principal and assigned Curriculum Advisor. During this time, classroom teachers collaboratively unpacked the new curriculum units, made adaptions and gave feedback in relation to possible improvements to the units of work.

Two off class Assistant Principals were appointed to fill the role of a (K-2) and (3-6) Literacy and Numeracy 'Bump it Up' coordinator in order to target our top middle band cohort. K-2 has a strong focus on supporting classroom teachers with the implementation of synthetic phonics alongside the use of decodable readers. The 3-6 focused improving targeted reading and comprehension strategies.

The continued impact of the targeted intervention is evident through the increased proportion of students achieving in the top two bands in NAPLAN Reading and Numeracy. As a result of our collaboration sessions, all teachers have reported an increase in confidence in their ability to analyse student data in Numeracy and use this data to develop individual learning goals and differentiated learning sequences.

In 2023, the role of the off class Assistant Principals/APCI will be shared between K-2 and 3-6. K-2 will have a strong focus on supporting classroom teachers with the implementation of the new K-2 English and Mathematics syllabus. The 3-6 focus will be to improve targeted reading and comprehension strategies and, sentence structure.

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
6.69% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.	2022 NAPLAN data indicates 51.85% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.

3.98% uplift in the percentage of students achieving expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
7.21% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 30.61% of students in the top two skill bands for numeracy indicating the school exceeded the system negotiated target.
6.3% uplift in the percentage of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the School Excellence Framework Learning Domain Assessment Self-assess in the element of Assessment as Sustaining and Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Assessment element.
Improvement as measured by the School Excellence Framework **Learning Domain** **NAPLAN** Self-assess in the theme of NAPLAN (Top Two Bands) as Sustaining and Growing.	In 2022, the school self-assessed as Sustaining and Growing in the NAPLAN theme.
Improvement as measured by the School Excellence Framework Teaching Domain Data Skills and Use Self-assess in the element of data skills and use as Sustaining and Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Data Skills and Use element.

Strategic Direction 2: Continuous Improvement Culture

Purpose

In order to stimulate the professional capacity of staff, we will focus on a continuous improvement cycle where every teacher will be provided various opportunities for professional development. We will build a culture of trust and continuous improvement that actively fosters highly effective classroom practice.

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.

- Planning for High Quality Teaching Practice
- Feedback and Reflection of Quality Teaching Practice

Resources allocated to this strategic direction

Professional learning: $20,518.68

Summary of progress

The activities implemented in this strategic direction supported teachers to improve their professional knowledge and practice.

Utilising Quality Teaching Successful Students funding, all Assistant Principals were released once a week to provide formal coaching to teachers on their stage teams. The coaching process included co-planning of lessons, in-class observations and the provision of timely feedback. Classroom teachers were able to identify individual teaching goals in order to improve their practice. Clear systems and processes in this area are now embedded and highly effective.

A self funded APC&I led the introduction of Learning Walks with a targeted focus of Numeracy. Classroom teachers had the opportunity to observe nominated colleagues in targeted lessons on Number Talks and Multiplicative Thinking. Teacher surveys indicated that they greatly benefited from observing their colleagues teach and obtained new strategies to utilise in their own classrooms.

The APC&I led a number of Literacy and Numeracy professional development sessions linked with school based data using PAT, Maths Online and departmental assessments. The APC&I also led the development of a new Mathematics committee with representatives from each stage. Collectively they determined whole school focus areas through analysing internal and external data and teacher surveys. The APC&I and Maths committee linked professional development sessions with the areas of focus.

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 as measured by the School Excellence Framework **Teaching Domain** **Effective Classroom Practice - Lesson Planning** Self-assess in the theme of Effective Classroom Practice as Sustaining & Growing .	In 2022, the school self-assessed as Sustaining and Growing in the Lesson Planning theme.
Improvement as measured by the School Excellence Framework Learning Domain Curriculum	In 2022, the school self-assessed as Sustaining and Growing in the Differentiation theme.

Self-assess in the theme of Differentiation as Sustaining & Growing.	
Improvement as measured by the School Excellence Framework Teaching Domain Learning & Development Self-assess in the themes of Coaching & Mentoring and Collaborative Practice and Feedback as Sustaining & Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Coaching & Mentoring and Collaborative Practice and Feedback themes.
Improvement as measured by the School Excellence Framework Teaching Domain Professional Standards Self-assess in the theme of Improvement of Practice as Sustaining & Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Improvement of Practice theme.

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Strategic Direction 3: Student agency through innovative teaching and differentiated curriculum

Purpose

We will create a collective approach to student agency where students are actively engaged and connected to their learning. Through embedded practices, there will be a heightened awareness of and commitment to, personalised and differentiated learning and support in order for every student to succeed. A strong culture of high expectations for students learning will be embedded alongside innovative curriculum implementation that is based upon evidenced based pedagogy.

Initiatives

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

- Curriculum
- Student Agency

Resources allocated to this strategic direction

Aboriginal background: $18,630.66

Summary of progress

The Aboriginal Education committee is now well established and working collaboratively to provide authentic opportunities for our Aboriginal students. An Aboriginal dance teacher approved by the Northern Illawarra AECG worked with our students to produce a dance to be performed at our end of year concert. Staff have made genuine connections with local elders and encouraged their presence in our school community to share knowledge and culture. The schools new sports shirt was rolled out with consultation of students, P&C and staff. The new shirt incorporates an Indigenous design by our Aboriginal students. The feedback from all stakeholders has been very positive.

All members of the Positive Behaviour for Learning team (PBL) completed Tier 2 Training. This training provided staff the opportunity to implement set systems and processes to support students with additional behaviour support needs. The process involves closely examining student behaviour data and utilising this data to proactively put measures in place to support both the student and teachers.

A specific High Potential & Gifted Education (HPGE) program was designed and implemented by a skilled STEM teacher. Teachers in Stages 2 and 3 identified students who displayed high potential or gifted skills in the STEM domain. The use of internal assessments and teacher observations assisted in identifying students. These students worked in small groups on STEM based projects and also entered the Department of Education's 'Game Changer Challenge' and The Smith Family's 'Young ICT Explorers' competition.

Student agency remains a strong focus with a whole school focus on individual learning goals in Numeracy. These are linked to specific areas of focus and differentiated groups. This is embedded in collaborative planning in five weekly cycles and is evident in every classroom teachers program.

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**
Uplift of 2.6% of the percentage of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 35.99%, however this figure was significantly affected by the public health orders in 2022.
An increase of 3% in Tell Them from Me Wellbeing data (advocacy, belonging, expectations).	88.89% of students reporting positive wellbeing outcomes has increased by 6.96% since 2021 across the positive wellbeing measures.
Improvement as measured by the School Excellence Framework	In 2022, the school self-assessed as Sustaining and Growing in the High Expectations theme.

Learning Domain **Learning Culture** Self-assess in the theme of High Expectations as Sustaining & Growing.	
Improvement as measured by the School Excellence Framework Learning Domain - Curriculum Self-assess in the themes of Curriculum Provision & Teaching and Learning Programs as Sustaining & Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Curriculum Provision & Teaching and Learning Programs themes.
Improvement as measured by the School Excellence Framework Teaching Domain **Effective Classroom Practice** Self-assess in the theme of Explicit Teaching as Sustaining & Growing.	In 2022, the school self-assessed as Sustaining and Growing in the Explicit Teaching theme.
Improvement as measured by the School Excellence Framework Learning Domain **Wellbeing** Self-assess in the themes of Planned approach to Wellbeing & Caring for students as Excelling.	In 2022, the school self-assessed as Excelling in the Planned approach to Wellbeing & Sustaining and Growing Caring for students themes.

Funding sources	Impact achieved this year
Integration funding support $81,252.00	Integration funding support (IFS) allocations support eligible students at Corrimal East Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. **After evaluation, the next steps to support our students will be:** to align additional teacher and School Learning Support Officers (SLSOs) expertise to specifically address each student's individual support needs. Learning plans will be reviewed each term on the basis of wellbeing and progress data.
Socio-economic background $57,666.67	Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal East Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support STEAM program implementation. • professional development of staff to support student learning **The allocation of this funding has resulted in the following impact:** NAPLAN - Year 3 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG % in top two bands Year 3 Reading: 2021 - 62.5% - 2022 - 72.7% = 10.2% increase of students in the top 2 bands Year 3 Numeracy: 2021 - 56.3% - 2022 - 55% = 1.3% decrease of students in the top 2 bands **After evaluation, the next steps to support our students will be:** A full time Assistant Principal Curriculum & Instruction (APCI) will commence in 2023 and will support our trajectory towards achieving targets.
Aboriginal background $18,630.66	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimal East 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Agency

Aboriginal background $18,630.66	**Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** our Aboriginal SLSO supporting the development of Personalised Learning Pathways (PLPs), with 100% engagement of our indigenous families. 90% of Aboriginal students engaged in the cultural immersion project, with conversations during the cultural lessons becoming more authentic. **After evaluation, the next steps to support our students will be:** to continue to employ an Aboriginal SLSO to assist in the implementation of learning programs. We will also continue to work with a local Aboriginal community member to raise cultural awareness with all members of the school community.
English language proficiency $11,620.08	English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** students showing progress towards their individual learning goals and are more confident and prepared to take risks during literacy lessons, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** to provide intensive teaching support to those students with additional EAL/D needs.
Low level adjustment for disability $89,833.33	Low level adjustment for disability equity loading provides support for students at Corrimal East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** 2022 ~ 40% of Year 5 students achieving in the top two bands in NAPLAN reading. ~ 13.6% of Year 5 students achieved in the top two bands in NAPLAN numeracy. **After evaluation, the next steps to support our students will be:** to continue to implement evidence-based programs that cater for the specific needs of identified students by employing specialist teachers and SLSOs.
Professional learning	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the

$23,018.68	Professional Learning for Teachers and School Staff Policy at Corrimal East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Planning for High Quality Teaching Practice **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy effectively **The allocation of this funding has resulted in the following impact:** increased capacity for all teachers to embed effective practices in the explicit teaching of numeracy, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** personalised and targeted professional learning in the form of mentoring and co-teaching.
Literacy and numeracy $9,036.06	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Corrimal East Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** An increase of 48% of students in K-2 achieving benchmark in phonics and phonemic awareness assessment. **After evaluation, the next steps to support our students will be:** To continue to support teachers in the implementation of the 2023 English and Mathematics syllabus.
QTSS release $56,541.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corrimal East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. Teachers are continuing to use learning intentions and success criteria in their lessons. They are embedding evidence based teaching strategies into their classroom practice. **After evaluation, the next steps to support our students will be:** to continue to implement plan, observation and feedback cycles with classroom teachers with the support of each stage Assistant Principal.

Literacy and numeracy intervention $36,200.12	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Corrimal East Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below expectations. **After evaluation, the next steps to support our students will be:** to continue to employ the additional teaching staff to extend the intensive small group interventions.
COVID ILSP $99,906.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress toward their personal learning goals. The impact of the implementation MiniLit is evidenced through the progress and achievement data of students supported through this initiative. **After evaluation, the next steps to support our students will be:** to continue to implement evidence-based literacy and numeracy intervention programs with small groups of identified students. Progress and achievement data will be tracked to ensure their individual learning needs are met.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	128	128	138	149
Girls	112	104	106	110

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	92.7	93.6	95.4	90.6
1	93.6	91.9	93.2	87.8
2	91.3	93.5	93.5	88.7
3	92.5	92.5	95.2	87.4
4	91.9	89.1	94.4	88.2
5	96.3	90.4	94.5	87.9
6	93.7	95.3	93.0	86.7
All Years	93.0	92.3	94.2	88.4
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)	4
Classroom Teacher(s)	10.71
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.52

*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	94,556
Revenue	3,626,198
Appropriation	3,522,359
Sale of Goods and Services	-750
Grants and contributions	103,283
Investment income	1,206
Other revenue	100
Expenses	-3,558,557
Employee related	-3,255,953
Operating expenses	-302,604
Surplus / deficit for the year	67,642
Closing Balance	162,197

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	81,252
Equity Total	177,751
Equity - Aboriginal	18,631
Equity - Socio-economic	57,667
Equity - Language	11,620
Equity - Disability	89,833
Base Total	2,662,552
Base - Per Capita	66,000
Base - Location	0
Base - Other	2,596,552
Other Total	343,330
Grand Total	3,264,885

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

Each year schools are required to seek the opinions of their community.

This year our school sought feedback through the 2022 NSW DoE Tell Them from Me surveys.

An analysis of the findings from the *Parent Survey* include;

*Parents Feel Welcome- CEPS 8.9 / NSWDoE 7.4

*School Supports Positive Behaviour- CEPS 8.3 / NSWDoE 7.7

*Safety at School- CEPS 7.7 / NSWDoE 7.4

*Inclusive School- CEPS 7.5 / NSWDoE 6.7

An analysis of the findings from the *Student Survey* include;

*Students with positive behaviour at school CEPS 92%/ NSWDoE 85%

*Students try hard to succeed in learning CEPS 90%/ NSWDoE 88%

An analysis of the findings from the *Teacher Survey* include;

*Learning Culture - CEPS 8.5/ NSWDoE 8.0

*Data Informs Practice - CEPS 8.3/ NSWDoE 7.8

*Teaching Strategies - CEPS 8.5/ NSWDoE 7.9

Our end of year annual evaluation found that 100% of respondents would recommend the school to other parents. Parents were asked what Corrimal East PS's greatest strengths were, some direct quotes from parents were; "Friendly, welcoming, reflective of the community, responsive to the needs of the community", "Is a welcoming environment for all. A wonderful sense of community, and supporting others", "The school is a welcoming environment with wonderful, kind and supportive staff".

An analysis of the student results indicated that the students' sense of belonging in the school needs to continue to be a focus for 2023. An analysis of the teacher results indicate that a resources audit is required so that new equipment can be purchased.

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.